DOCUMENT RESUME

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ABSTRACT

Three elementary schools in districts of the Seattle, Washington area were the target of project EVA (Early Vocational Awareness) which developed career awareness resource materials. The document consists of two major components: sample instructional materials (40 pages) and information about the project (60 pages). The 14 multi-use resource packages designed for instructional use include two for each grade (K-6) and contain physical activities and supporting media. Each package emphasizes a cluster of occupations and contains objectives, activities, materials such as field trip site suggestions, available resource speakers, a teacher's guide, and testing materials. Guidelines used in development included emphasis on a greater number of occupations, additional occupations for girls, methods for finding and grouping occupational information, emphasis on ability and training, realistic job descriptions, relation of classroom skills to future jobs, use of a variety of media including "hands-on" experiences, and integration of material within existing curriculum. The appended final report includes teacher and student evaluations and student growth data. (Author/KJ)

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Project EVA: Early Vocational Awareness.

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DRP Form B

Program Resume Form for Submission to the
Dissemination Review Panel

I. Identification Data/Descriptors

Title: Project EVA: Early Vocational Awareness

Volume or Document #: --- Date(s): 1972-1973

Author: William W. Cox, Project Director

Publisher/Source: Highline School District, Seattle, Washington

Number of Items in Set: Nine Related Items

Set Consists of: (1) Project EVA: Early Vocational Awareness, (2) Final Report, Second Year: 1972-1973, (3) a list of Project EVA: Multi-Resource Kits; (4-7) four scripts for slide presentations related to selected teaching units; (8) a printed description of the Highline School District; and (9) a one-page list of questions to stimulate teacher participation and creativity in the program.

Basic Thrust of Material: Career Awareness

Major Career Education Objectives Served: (1) Assess skills, values, interest and needs and compare these with the characteristics of alternative careers and life styles; (2) Apply learning in school to the conditions and demands of out-of-school environment; and (3) Acquire an understanding of various aspects of the world of work.

Grade Level: K-6

Reading Level: Material designed for instructional personnel.

Content/Discipline Area: Career Information integrated with the traditional elementary subjects.

Target Populations: Instructional Personnel, Grades K-6.

CE005 712

PROJECT EVA

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A. Final Report, Second Year, 1972-73

PROJECT EVA

EARLY VOCATIONAL AWARENESS

WHAT IS IT?

Project EVA is a project funded through the Division of Vocational Research from the state vocational education office to prepare and implement career awareness activities in three pilot elementary schools. The schools are Parkside in Highline School District, Sunnycrest in Federal Way, and Duwamish in South Central school district.

During the second year, materials were circulated to all schools in Highline.

WHY WAS IT DEVELOPED?

Concern has developed both locally and nationally over the process of occupational choice. Three related situations point to the need for change at the elementary school level. These are (1) attitudes about work are affected by early experiences, (2) children in suburban communities are separated from the working world (3) schools reinforce this isolation by exhibiting a bias among teachers, types of activities, and school materials toward exclusively academic values.

The curriculum, as it exists in many schools, does provide avenues for teaching occupational awareness: yet, these avenues are not adequately used. Project EVA was created to help teachers to involve career awareness activities in their teaching.

WHAT GUIDELINES ARE BEING USED IN PROJECT DEVELOPMENT?

Current research, teacher opinion, and industry representatives have described several guidelines. These include the following:

1. emphasis toward a greater number of occupations
2. additional job opportunities for girls
3. ways of finding and grouping occupational information
4. an emphasis on abilities and training
5. realistic job descriptions
6. a way of relating classroom skills to future jobs
7. the use of a variety of media, including direct experiences or "hands-on" activities
8. a means of instruction which would be practical to duplicate

9. a relationship to the regular curriculum of a grade level

10. specific knowledge objectives concerning both learning about occupations and attitudes about work

HOW IS THE PROJECT PROPOSING TO INTRODUCE OCCUPATIONAL AWARENESS?

Fourteen multi-use resource packages which involve physical activities and supporting media will be prepared -- two at each grade level. One package emphasizes a group of occupations such as those in health or transportation. The other emphasizes a skill common to several occupations such as measurement. A package contains objectives, activities, materials such as field trip site suggestions, available resource speakers, a teachers' guide, and testing materials. The areas in which packages were prepared is listed.

K-1	People Who Count	Counting
K-1	Moving Around	Transportation
K-1	Get It While It Lasts	Sales and Distribution
1-2	Feeling Good	Health
1-2	Letter People	Lettering
2-3	Build Me A World	Construction
2-3	Mmmmm -- That's Good	Foods
2-3	How Big Is It?	Measurement
2-3	Let's Get Together	Hospitality
2-3	People Power	Personal Service
2-3	Who Works?	Occupational Awareness
3-4	Getting the Message	Communications
4-5	Ocean of Jobs	Marine Science
4-5	Button Pushing-Number People	Technical Work
4-5	Telescopes and Test Tubes	Science
5-6	Saving the World	Environmental Control
5-6	Making a Million	Manufacturing
5-6	Anyone Can Try	Girls
5-6	Hands - on	Manipulative
5-6	I Run Things Around Here	Operating/Controlling

OBJECTIVES COMMON TO ALL PACKAGES

1. Students will be able to name a significantly higher number of occupations.

2. Students will be able to select a higher number of correct occupations which exist within an occupational skill or cluster from a list of varied job titles.

3. Students will be able to relate, by selecting correct responses, activities common to their age which relate to adult occupational roles.

4. Students will indicate a significantly more positive perception of their own skill learning ability within a given occupational cluster or skill.

Project EVA was funded by the Washington State Coordinating Council for Occupational Education, Division of Program Planning and Research, George C. Pilant, Supervisor.

The project involved the following schools on a pilot basis:

Parkside Elementary,
Dr. Donald L. Sayan, Principal
Highline School District

Sunnycrest Elementary,
Oscar Hanson, Principal
Federal Way School District

Duwamish Elementary
W. E. Leonard, Principal
South Central School District

Project Director: Dr. Ben Yormark

Prime Investigator: William W. Cox

Project EVA Planning Committee -

Hugh Albrecht	Site Director Occupational Skills Center Highline School District
William Cox	Prime Investigator, Project EVA
Oscar Hanson	Principal, Sunnycrest Elementary Federal Way School District
Ernie Harmon	Coordinator, Vocational & INdustrial Arts Federal Way School District
Norman Letson	Assistant Superintendent South Central School District
Dr. Donald L. Sayan	Principal, Parkside Elementary Highline School District
Dr. Ben Yormark	Director, Vocational Education Highline School District

Project EVA Advisory Committee --

Larry Wilkin	Owner, Larry's Auto Refinishers
Ron Thompson	Architect, Past President, Federal Way Kiwanis Club
Melvin Holdaas	Superintendent, Burien Post Office
Don Lyttle	Educational Representative, Society of Manufacturing Engineers.

Ron Schmitt	Counselor, Renton Vocational-Technical Institute
Jean Iverson	Elementary School Consultant, Highline School Districe
Barbara Nourse	Teacher, Parkside Elementary School
Jim Langseth	Teacher, Sunnycrest Elementary, Federal Way
Mike Porter	Teacher, Duwamish Elementary School, South Central School District
Dick Dahlgard	Owner, Dick's Camera Supply, Seattle
John Fawcett	Highline Alternative Schools Committee

FILMS that may introduce Occupational Awareness concepts which may apply in several groups rather than in some specific area.....

City and Its People	Hands Grow Up
Movement Everywhere	Night Community Helpers
People Who Work at Night	We Want Goods and Services
What Do Fathers Do?	

PEOPLE WHO COUNT

- Sample Student Objectives

Specific to Counting Package

1. Students will be able to identify the following as tools used to count or keep records with at least 90% accuracy.

hand counter	cash register
change counter	ticket counter
traffic counter	

2. In a list of occupations, students will identify at least the following as workers who must use tools to count in their daily work.

traffic surveyor	retail sales clerk
bank teller	teacher

3. Students will generalize learnings by selecting the word "many" from a list of words describing the number of workers who must use tools to count during their daily work.

- Samples of jobs which involve counting skills

traffic counter	space technician (10-9-8)
store clerk	census taker
teller	wildlife surveyor
laboratory technician	teacher
supermarket checker	

- Student activities in classroom

1. Using a school scale, keep a record of height and weight of students

2. Hand counters - counting various items, attendance, etc.

- Supplementary resource Books

Ungerer, Tom. One, Two, Where's My Shoe? Harper, 1964
Wildsmith, Brian, Brian Wildsmith's 1, 2, 3's, Watts, 1965

- Films

Abacus	Birthday for Buttons	Buttons Big Parade

- Major Activity in kit to be used in classroom

MOVING AROUND

- Sample Student Objectives

Specific to Transportation Package

1. Students will be able to identify at least six occupations in the transportation industry by matching a pictorial representation with a job title.

   Example: service station attendant, truck driver, taxi driver, warehouseman, mechanic

2. Students will categorize jobs within the "THINGS" category in a WORDS-PEOPLE-THINGS division.

3. Students will be able to divide a list of job titles or pictorial representations in the transportation industry into the following pairs with 90% accuracy.

- Samples of jobs in the transportation industry

Service station attendant	seaman
bus driver	navigator
truck driver	auto body refinisher
car salesman	warehouseman
router	tire salesman
mechanic	reservation agent
travel agent	stewardess

- Some vocational awareness concepts you may want to relate:

variety of jobs within one group
contrast between indoor and outdoor jobs
Need for people and things to move
Needs for maintenance and repair
meeting people as a job requirement
special working conditions
special skills that are needed
tools that are used
needs for measurement

- Student activities in classroom

The resource package provides several model planes, trucks, puzzles which provide material for role playing and job simulation.

Questions such as "How would you feel driving a large truck?" could stimulate career awareness.

Also in package are cut and paste vehicles made from circles and rectangles

MOVING AHEAD, continued

- Student activity - resource speakers

1. trucking....distribution

2. airlines - a speaker could be available from one of several airlines in the area of maintenance passenger service, or flight.

3. school bus driver

4. Parent resource speaker

You may have a parent who is willing to serve as a resource speaker in your classroom. If so, you might want to contact the parent directly. A questionnaire is in this packet for your convenience.

Parent's name_____

Job or skill_____

Hours available_____

Date and time established_____

- Student activities - field trips

Airlines tour

Air freight station, cargo, packaging, etc.

Local Service Station - the ubiquitous service station employs a large number of people to keep us moving.

- Films

Airplane trip by Jet
Airport Helpers
Airport in the Jet Age
Building a Freeway
Building a Jet Plane
Buses Serve the Community
Cities and Trains
Families and Transportation (What's a Pocket for)
Fire Boat -- Ready to Run
Harbor
Harbor Pilot
Safe Ride on Your School Bus
Transportation by Freight Train
Transportation of Goods
What's So Important About a Wheel

- Supplementary Resource Books

Floethe, Louise, The Fisherman and His Boat, Scribner, 1961
Greene, Carla. Truck Drivers, Harper 1967
Rowe, Jeanne A. City Workers, Watts 1969
Schlein, M. How Do You Travel?
Schwartz, Alvin, Night Workers, Dutton, 1966
Slobolkin, Louis, Read About the Busman, Watts 1967
Zaffo, G., Grant Nursery Book of Things That Go.

GET IT WHILE IT LASTS

- Sample Student Objectives

1. Students will be able to identify 50% greater number of jobs which involve distribution and marketing

2. Students will select from random job samples those which deal with distribution and marketing

3. Students will be able to match job skills which involve marketing and distribution

4. Students will select "marketing and distribution" as a skill within their capabilities

- Vocational Awareness Concepts

variety of jobs available in marketing and distribution
variety of jobs within one cluster
advertising involved in this field
sales aspect of marketing and distribution
project/loss conditions of the area
working conditions of marketing and distribution
meeting and serving the public
special skills required for this activity
similarity between jobs associated with this field
the cluster concept as related to marketing and distribution

- Samples of jobs which relate to SALES

CONTENT	DESCRIPTION
Advertiser	writes, cartoons, illustrator
Hotel Manager	lodging, entertainment, personal services, business services
Auto Mechanic	repair, maintenance services
Travel Agent	personal service
Motel manager	lodging, personal services, business services
Sales representative	wholesale buying, production
Salesman	retail selling, wholesale selling
Window Decorator	decorator
Insurance Salesman	personal insurance, business and property insurance
Banker	shipping, delivery
Importer	receiving, marketing
Truck Driver	shipping, delivery
Exporter	receiving-marketing
Buyer	industrial purchasing, chain market operating, independent operations
Public Relations man	publicity, trade relations, customer and community service
Shipper	product transport: carriers, traffic, shipping, delivery

- Some vocational awareness concepts you may want to relate:

1. variety of jobs in marketing and distribution
2. source to consumer
3. responsibility to public
4. enjoyment of working with people
5. levels and types of training
6. profit/loss: cost of item
7. safety, cleanliness
8. specialization of equipment.

- Student activities

1. advertisement

   children write own advertisement
   tape advertisement
   illustrate advertisement
   public speaking - present advertisement to class

2. display window

   children decide what type of store window they wish to design
   use cardboard box, cut back on three sides, leave top attached
   children can design own back drop to place on cardboard back.
   children can use material to drape sides or material for rugs.
   children can use Barbie dolls or a paper doll to dress and place in window display

3. Store

The teacher determines the value of each completed assignment (e.g. $20.00 for a math paper). Students keep all their completed assignments with amounts written at the top for one week. A total of these amounts is made by the students and submitted for payment in cash (play money). Items can be purchased are marked up 1000% (e.g. - a .29 item would sell for $290.00) These items are placed on a table and marked accordingly. Two students are selected to serve as storekeepers. Students make their purchases with their cash received from completed assignments.

GET IT WHILE IT LASTS, continued

Material in kit: 1. play money
2. store items for one week

4. Vocabulary list - in kit

5. Use of S.R.A. - Our Working World Social Studies Series

STORE - a model store is included in this kit. Items include store front, simulated fruit, cash register and plan money.

activities can include: role playing various jobs in a store -- checker, inventory, making change, etc.

Inviting parents who work in stores to class

relating the store to in-classroom activities, ie, mathematics, making signs for sales, etc.

- Student activities - field trips

Visit a factory that makes clothing.
One hour field trips: see filmstrip "Clothing Factory" prior to trip.

Visit an art gallery or -

Sporting Goods store	Dairy
Harbor Tours	Bakery
Bakery	Department Store
Airline Office	Sign maker
Burlington Northern Railroad	Public Market

- Resource Speakers

Distributive Education Students - come to class and speak - contact nearest high school

- Resource Books

Bendick, Jeanne , First Book of Supermarkets, Watts, 1964
Buehr, Walter, Food From Farm to Home, Morrow, 1970
Buehr, Walter, Harvest of the Sea, Morrow, 1955
Floethe, Louise, The Fisherman and His Boat, Scribner, 1961
Green, Carla, Truck Drivers, Harper, 1967
Hammond, Winifred, Wheat - From Farm to Market, McCann, 1970
Hart, Tony, The Young Letterer: A How it is Done of Lettering, Warne, 1966
Romano, Louis , This is a Department Store, Follet, 1962
Roux, Jeanne A., City Workers - Watts, 1969
Schlein, M, How Do You Travel
Schwartz, Alvin, Night Workers, Dutton, 1966
Slobokin, Louis, Read About the Busman, Watts, 1967

GET IT WHILE IT LASTS, CONTINUED

Vocabulary List

Suggested activities for vocabulary list:
1. use words for discussion questions
2. creative writing stories and games.

distribution	import	inventory
retail	export	warehouse
wholesale	hardware	finance
merchandise	software	delivery
dealer	chain story	credit
franchise	advertising	insurance
lodging	media	research
mail order	display	business
	commerce	

- Resources (filmstrips)

Basic Needs in the Community

- Major activity included in kit for classroom

store front
coin set
Tom Thumb cash register
play food sets

FEELING GOOD

- Sample student objectives specific to health package

1. Students will be able to identify at least six occupations in the health services by matching a pictorial representation with a job title.

   Examples: nurse, doctor, X-ray technician, cook, laundry worker, laboratory technician, secretary, orderly, aide

2. Students will be able to identify with 90% accuracy the following needs for working within the health services industry.

care, accuracy	concern for others
meeting people	cleanliness

3. given a choice of "many", "several", and "few" students will select "many" upon being asked the number of jobs in hospitals other than doctors.

- Samples of jobs in the health services

dietician	central supply
aide	receptionist
orderly	secretary
para-medic	dentist
doctor	dental technician
nurse	pharmacist
laundry worker	cook
lab technician	accounting
medical records	

- Some vocational awareness concepts which may be used

variety of jobs within the health field
different levels of training
responsibilities to people
working with others on a team
specialized tools
technological changes

- Student activities - field trips

Visit a hospital
Visit a laboratory

- STudent activities - resource speakers

dental consultant
Parent Resource Speaker - You may have a parent who is willing to serve as a resource speaker in your classroom. If so, you might want to contact the parent directly. A questionnaire is in this packet to save you time.

Parent's name_____

Job or skill_____

Hours available_____Date and Time established_____

- Films

Community Hospital

Double Day of Danny Dillon (dentist

Nurse

- Student activities - Books

Greene, Carla. Doctors and Nurses - What Do They Do? Harper, 1963
Kay, Eleanor, First Book of Nurses, Watts, 1969
Rowe, Jeanne, City Workers, Watts, 1969
Schwartz, Alvin, Night Workers, Dutton, 1966

- Student activity included in kit for classroom

Microscopes (50X)
Transparencies: Professional Health Specialists
Stethescopes

1. Using a stethoscope - listen to the heartbeat of other students. Questions might direct toward "Why?" a doctor listens to the heart.

2. Look at prepared slides of blood in a microscope. Questions could lead toward who looks at these slides in a doctor's office or hospital.

3. Keeping a record of students injuries and accidents.

THE LETTER PEOPLE

- Sample Student Objectives

Specific to lettering package

1. Students will be able to identify the following as tools used to letter by workers

pens	rubber stamps
brushes	rules (guides)
silk screens	light table

2. In a list of occupations, students will identify at least the following as workers who must use lettering in their daily work:

sign maker	graphic artist
teacher	draftsman

3. Students will identify care, or neatness as a need for working with this skill

4. Students will categorize occupations which involve lettering by selecting the underlined item in each pair.

   INSIDE.....OUTSIDE

   QUIET.....NOISY

- Samples of jobs involving lettering skills

display artist	lay-out technician
graphic artist	copy reader
sign maker	drafting
silk screener	map maker
teacher	

- Some vocational awareness concepts you may want to relate:

advertising goods and services
care -- neatness and accuracy
inside/outside occupations
variety of jobs which need similar skills
media -- tools and supplies
training

- Student activities in the classroom

In the package, some items similar to those used by workers are included Students can use them to make names, words, or titles for posters, poems and charts.

Materials - T squares
tracing paper
pens
India ink
poster paper of tagboard

Procedures:

1. On tracing paper, draw straight lines to guide and sketch letters
2. Still on tracing paper - form letters using guides such as rulers.
3. Shade the back of the tracing paper.
4. Attach tracing paper to final paper with masking tape.
5. Go over letters with pencil to transfer letters to final paper (similar to carbon paper process.)
6. Ink in letters with lettering pens.

- Students activities - field trips or speakers

Visit a vocational training school in your area that operates visual communications program for high school students. Students could see lettering, photography or TV production.

Visit a sign company

- Student activities - resource books

Hart, Tony, The Letter: A How-Is-It-Done Book of Lettering, Warne, 1966
Petersham, Maude and Miska, An American ABC, MacMillan, 1941
Seuss, Dr. Dr. Seuss's ABC Random, 1963

BUILD ME A WORLD

_ Sample Student objectives

specific to construction package

1. students will be able to identify six job titles which deal with construction or building an item in a group of 15 occupations.

2. students will be able to list at least five school or home activities which are similar to tasks performed by construction workers.

3. In a list of school learning, 90% of students will at least identify "following directions", and "measuring" as related to successful construction work.

- Samples of job titles involved in construction skills

Heavy duty equipment operator	architect
electrician	plumber
carpenter	inspector
mason	decorator
landscaper	carpet-tile layer
foreman	painter

- Some vocational concepts you may want to relate

Many skills needed to complete a project
Use of tools often required
Some occupations are hazardous
Some occupations require special clothes
Planning needs
Leadership, direction
Safety with equipment
Following directions carefully
Pride in craftsmanship

- Student activities - in classroom

1. Construction Kit
A construction kit with wheels, bolts, nuts, pulleys and other equipment is available in the package. Sample projects are included although the items are aimed for more creative attempts to construct rather than simply building one item.

2. Other types of wood working activities which may be available would be appropriate within this unit.

3. Building Any other item, paper of other work materials can lead to a more realistic look at construction work if it is subdivided - one group of students doing one part, another group a different section, and a third group finishing.

Build Me a World, continued

- Student activities - films

Building a freeway
Lumberyard
Machines that Move Earth
Making Work Easier
Mechanical Capers for Fun & Fitness
What a Father Does?

- Supplementary Resource Books

Barr, D., The How and Why Book of Building, Grosset, 1964
Belm, Jerrold, Tim and The Tool Chest, Morrow, 1951
Peet, Creighton, The First Book of Skyscrapers, Watts, 1964
Wills, Royal Barry, Tree Houses, Houghton, 1957

MMMM - THAT'S GOOD

- Sample Student Objectives

specific to food service package

1. Students will be able to identify at least six occupations in the food service industry by matching a pictorial representation with a job title.

   Examples: baker, butcher, waiter, cook, chef, pantryman, busboy, hostess, cake decorator.

2. Students will be able to identify with 90% accuracy the following requirements or needs for working within the foods industry:

   A. working with people
   B. cleanliness
   C. Working inside
   D. measurement/handling money
   E. Working with equipment
   F. Speed
   G. Specialized skills

- Samples of jobs in the food service industry

waiter, waitress	cashier
chef,	meatcutter
pantryman	decorator
short order cook	vegetable preparation
baker	sou (sauce) chef
dishwasher	buyer

- Some vocational awareness concepts you may want to relate:

variety of jobs in one cluster	Responsibility to public
levels and types of training needs	Safety, sanitation
need for meeting people	Source to consumer
profit/loss: cost of food	Artistry, creativity
specialized tools	

- Student activities - field trips

1. To a vocational training school that operates a restaurant training class for high school student. On a field trip, students will see young people in meat cutting, vegetable preparation, cooking, baking and serving.

2. To a chain type food operation - ie. McDonalds, etc.

3. School lunch facilities (morning advisable)

Mmmmm - that's good, continued

- Student activities - resource speakers

1. Local Vocational Center

The students are in training in a vocational program in food service. A student will visit your class, if you choose, and demonstrate a specific skill. Examples would be: use of french knife, serving, cake decorating, salad preparation, making mayonnaise, boning turkey.

2. Parent Resource Speaker

You may have a parent who is willing to serve as a resource speaker in your classroom. If so, you might want to contact the parent directly A questionnaire is in this packet to save you time.

Parent's name_____

Job or skill_____

Hours available_____

Date and time established_____

* *

- Student activities - Making Biscuits

Purpose

Although several children may have helped make biscuits at home, in the industry several procedures are used which are different from those that are used at home. Four awareness factors of the food service industry can be gained. The first is volume making a hundred biscuits is different than making a dozen The second is measurement by weight rather than volume. The third is handling food with the hands. The fourth is an awareness of sanitation in dealing with the public. In the industry, a worker must obtain a food handler permit to work.

Directions

Materials

2 # 10 oz. flour
1 oz. salt
3 oz. sugar
6 oz. baking powder
1# 6 oz. shortening
1 qt. milk

Tools and Materials

work table
rolling pin
mixing bowl (large)
bowl knife
biscuit cutter
baking pans
commercial sifter
bench brush
scale
heat source

Procedures

1. measure dry ingredients accurately and sift together.
2. put above in large bowl and add shortening. Mix with a pulling motion until the size of "BB's".
3. Add milk to a hollow in center of bowl, mix well but don't overmix.
4. On floured bench roll out approximately one-third of dough to one-half inch thickness. Cut out biscuits with a twisting motion. Use scraps as bottom of next group.
5. Bake in hot oven (400° or higher) for five to seven minutes, check by eye.

Biscuit making, continued

Notes.....some butter, jam and napkins would be handy. A "pastry line" drawn in the flour on the work bench can help students keep from working to the edge of the table and spilling flour. The students work to the line, not to the edge.

- Student activities - films

Bakery Boat
Cities and Shopping
Community Bakery
Food from the Sea

- Student activities - resource books

Bendick, Jeanne, First Book of Super-Markets. Watts, 1954
Buehr, Walter, Food From Farm to Home, Morrow, 1970
Floethe, Louise, The Fisherman and His Boat, Scribner, 1961
Hammond, Winifred, What From Farm to Market, McCann, 1970
Lent, Henry, Agriculture, U. S. A., Dutton, 1963
Rowe, Jeanne A. City Workers, Watts, 1969
Schwartz, Alvin, Night Workers, Dutton, 1966

- Student activities - to be used in classroom

Steel bowl, small utensils
knife, sifter, rolling pins, bench brush
skillet, junior size portion scale

Picture story study prints - Dairy workers

HOW BIG IS IT?

Sample Student Objectives

Specific to Measurement package

1. Students will be able to identify the following as tools used to measure by workers to at least 90% accuracy:

seam gauge	100 foot tape
air pressure gauge	framing square
tread depth gauge	thermometer
weight scale	height scale
tape measure (clothing)	folding rule

2. In a list of occuaptions, students will identify at least the following as workers who must use tools to measure in their daily work.

nurse	construction worker
service station attendant	clothing worker
carpenter	

3. Students will generalize learnings by selecting the word "many" from a list of words describing the number of workers who must use tools to measure during their daily work.

EXAMPLE: Many several some a few very few

- Samples of jobs which involve measuring skills

carpenter	nurse
machinist	laboratory technician
cook	forestry worker
mechanic	

- Some vocational awareness concepts:

jobs which deal with information, with people or with things (a framework for classifying)
Different equipment used for similar purposes
Need for data to plan or estimate
Similar skills needed in different occupations
Technological advancements
Need for devices which measure accurately

- Student Activities - to be used in classroom

The following items are contained in the kit. Each is representative of an application of measurement in the world of work. The school room, the school, and the playground provide many locations for use of these tools. Just a few activities are suggested-others can be adapted to fit your needs.

HOW BIG IS IT?, continued

100 foot tape - This item is used in many ways in connstruction. You may want to measure the size of the school room or the playground. Distances between points, such as office and classroom provide another opportunity

Folding rule - This item is valuable because it is a pocket item which can be used to measure several feet. Measuring students' heights, measuring desk sizes, and measuring blackboards are some activities.

Balance scale - The balance scale provided in this kit is equipped with gram weights. Students at this grade level should enjoy comparative weights. -- which is heavier, a pencil or a ball point pen?

Tire tread gauge - Comparative safety of tires in the parking lot at school can be examined.

NOTE: Directions for operation of these items was included in kit material.

- Student activities - films (16 mm)

Let's measure
Abacus
Man and His Tools
Let's Build a House
Button's Tall Tower

LET'S GET TOGETHER

- Sample Student Objectives

1. Student will be able to identify 50% greater number of jobs within the hospitality and recreation field.

2. Students will be able to select from random job titles, those which deal with hospitality and recreation.

3. Students will be able to match job skills needed in selected occupations with their own home and school experiences.

4. Students will see selected hospitality and recreation occupations as within their capabilities.

- Some Vocational Awareness Concepts You May Want To Relate

Variety of job titles involved in Hospitality and recreation
Variety of jobs available within one cluster of hospitality and recreation
General working conditions available to this field
Inside and outside working conditions related to this area
Meeting and serving people in the hospitality and recreation field
The responsibility aspect to this field - to other people
Skills level required to work in this area
Discussion of the cluster concept of this field
Variety of job titles involved in Hospitality and recreation
Variety of jobs available within one cluster of hospitality and recreation
General working conditions available to this field
Inside and outside working conditions related to this area
Meeting and serving people in the hospitality and recreation field
The responsibility aspect of this field - to other people
Skills level required to work in this area
Discussion of the cluster concept of this field

- Some Sample Jobs which involve Hospitality and Recreation

CONTENT	JOB DESCRIPTION
Actor	Circus performer
Musician - vocal	acrobat or juggler
Musician - instrumental	animal trainer
dancer	mimic
singer	magician
monologist	puppeteer
ballet troupe	TV and radio

* *

TV AND RADIO ANNOUNCING

Programming - Staff announcer, sportcaster, news director, farm director, disc jockey, program, producer-director, film director, floor manager, program assistants, scenic designer, make-up artists, costumers.

Sales - selling of radio and television time to advertisers.

Engineering - this is the technical nerve center of the station utilizing electronics equipment. The broadcast engineer brings together the various elements of the show. This huge new industry has been developed in less than fifty years.

General administration - Under direction of a general manager - concentration of business management and administrative work involved in running the station.

Broadcast technician	Must pass written examination for FCC radio - telephone. First class operator license required for most jobs. High school courses in math and science and technical school or college is an advantage for promotion.
Actor or Actress	Formal training in drama courses is useful and a college degree is increasingly necessary. Experience is sometimes the chief requirements. Overcrowding in this field is expected to persist. Training is usually limited at a professional dancing school. Usually must begin between ages of 7 and 12. Talent essential, opportunities limited.
Radio or Television Announcer	Small stations sometimes employ vocational or high school graduates. Must have good voice and command of English. A college education plus three years experience is minimum for network broadcasting. Several hundred openings are available yearly in this relatively small field.
Musician	Training is through private study or in college or conservatory. There is keen competition for performers, and a slight employment increase is expected. The prospects are brightest for music teachers in public schools where 4 years of college is required.
Singer	Training is through private lessons, in a conservatory or college. There is keen competition for performers. Little overall employment growth is likely.
Ballet	In terms of employment opportunities and career possibilities ballet is a limited market. Ballet has short runs, long, unpaid layoffs, and a limited number of years to perform.

LET'S GET TOGETHER, continued

Theater and Synphony Orchestra

The broadway legitimate theater has shrunk to about 80 plays and musical comedies a year, making this a very limited field unless unusually talented. The concert field is corwded. Most symphony orchestras are not financially able to assure their musicians year-round work. They are limited to about 20 wks. per year. However, more qualified string instrumentalists are needed in these orchestras.

Manager - of theater - manages theater for stage productions or motion pictures; Coordinates and supervises activities of personnel to insure efficient operation and to promote patronage of theater. Directs workers in making alterations to and repair of building. Manages financial business of theater. Purchases supplies. May book pictures or stage attractions designed to meet tastes of patrons.

RECREATION

Content: People involved in recreation are concerned with meeting the rapidly expanding leisure - time needs of people of all age groups. Recreation leaders must enjoy owrking with people and have a true desire to help others. Planned recreation programs include: arts and crafts, athletics, and games, dancing, drama, music, outing activities, water sports and winter sports. Both cities and companies have recreation programs. College graduates are required for key positions in recreation. Recreation is now one of the basic ingredients of our American Way of Life.

Manager - Winter Sports Director - directs sports program at winter resort and supervisor of activities of resort employees: advises resort management or owner of best dates for opening and closing resort, taking into consideration weather predictions, reservations backlog from guests and experience of previous season. Orders supplies, such as skiing and skating rental gear and provisions.

Aquarist - attends to fish and other marine life on exhibition in aquarium as directed by curator: prepares food and special diets for and feeds fish during scheduled period. Cleans bottom and clears away algae on windows of tanks, using scrubbing brushes. Attends to marine plants and decorations used in live tank displays. Takes water samples for laboratory analysis. Observes and reports diseased, injured, or dead fish. Gives medical treatment to fish as directed.

Ski tow operator - transports skiers up slope or mountainside on gasoline, diesel, or electric lift and collects fares: Pulls elvers to start, stop, and adjust speed of lifts such as rope tow, chair lift, T-bar, or J-bar. Collects or punches ticket for passengers and assists them onto and from lift. May repair and maintain motor and lift equipment.

Caddie - carries golf bags around golf course for players, handling clubs to players as requested: advises players, as requested on selection of proper club for stroke or concerning peculiarities of course. Locates driven balls and holds marker out of cup while players putt.

Caddie Master - supervises caddies and assigns them to players. Usually hires, trains, and discharges caddies. May clean and store player's equipment. May admit players to course and start their play in order

Winter Sports

Manager - Coordinates activities of custodial staff, food service workers and other resort employees to insure availability of all facilities on opening date. Gives training to winter sports instructors and service personnel. Insures that skating rink and ski slopes are suitable for use by public. Inventories supplies and keeps records of weather conditions. Issues weather reports to resort management. Arranges for snow removal from roads by public authorities. May give instruction to guests.

Camp director - directs activities of recreation or youth work camp: plans programs of recreational activities and educational activities. Hires and supervises camp staff. Responsible for camp business operations and budget May actively participate in camp programs.

Animal caretaker - zoo or circus - feeds, waters, and cleans quarter or animals and birds in zoo or circus. Observes and reports sick animals and birds. Treats minor injuries or ailments. Transfers animals or birds from one cage or pen to another. May prepare food. May bathe and groom animals. May answer questions of visitors concerning animals or birds.

Day Care Center Teacher - directs other teachers in proper ways to handle children. Orders supplies for day care center. Meets parents and counsels with them. Helps to make small children secure and happy in their day care center.

Physical Therapist - Helps people who have been hurt in an accident. Sometimes helps handicapped people in whirlpool bath. Helps handicapped people to learn to move arms or legs again. Teaches people to learn to walk again.

Drug Therapist - conducts and manages a halfway house. Counsels and helps people who are addicted to drugs. Conducts sessions with parents and relatives of those addicted to drugs. Meets with people in the community to explain the services of the halfway house.

Occupational Therapist - teachers people in nursing homes how to do handwork. Helps handicapped people to learn worthwhile activities. Learns new and easier ways to work with hands. Works in veterans' hospitals to help service men who have handicaps.

Instrumental Musician - plays one or more musical instruments in recital Studies and rehearses score. Plays music either by reading or by memory. May be a member of orchestra or band.

Hunting and Fishing Guide - Explains hunting and fishing laws and insures that laws are obeyed. Recommends to sportsmen firearms suitable for hunting and tackle and gear for fishing. Drives motorboat or land vehicle to transport sportsmen to hunting and fishing areas. Gives first aid to members of group in emergency. May feed, water and care for animals. May arrange for use of cabins and supplies needed by sports.

Bowling Instructor - teaches individuals or groups of persons how to bowl by explaining and demonstrating techniques and methods of bowling: explains and demonstrates various approaches, fingerings, wrist action, and follow through techniques of bowling. Observes students during practice bowling to direct their mistakes. Informs students of mistakes and of action required to correct them. Recommends type and weight of bowling ball to use. May explain bowling rules and regulations and method of keeping score.

Manager - Golf Club - Manages golf club to provide entertainment for patrons: Supervises dining room and kitchen workers and crews that maintain club building equipment, and golf course in good condition. Hires and discharges workers. Negotiates with sales personnel to obtain discounts on purchases. Estimates quantities and costs of foodstuffs, beverages, and grounds-keepingequipment and golf courses in good conditiom. Hires and discharges workers. Negotiates with sales personnel to obtain discounts on purchases. Estimates quantities and costs of foodstuffs, beverages, and grounds keeping equipment to prepare operating budget. Inspects club buildings, equipment, and golf course; keeps accounts of receipts and expenditures.

Jockey - rides racehorse at racetrack: receives riding instructions from horse trainer one before race. Rides horse from starting gate to finish line, analyzing ability and peculiarities of his and other horse to determine how he should rice. Talks with horse trainer one after race to discuss horse's performance.

Golf professional - instructs novices and players who wish to improve their skill in playing golf: represents golf club or course as player in various tournaments. Purchases, displays, sells, and repairs golf equipment. Maintains records of receipts and expenditures. Orgranizes and conducts tournaments. May advise on construction and maintenance of golf course. May supervise caddie master.

Lifeguard - monitors activities in swimming areas to prevent accidents: Cautions in danger of drowning and administers first aid. Maintains order in swimming areas. Inspects facilities for cleanliness. May clean and refill swimming pool. May conduct or officiate at swimming meets. May give swimming instructions.

Recreation leader - conducts recreation activities with assigned groups in public department or voluntary agency: organizes, promotes, and develops interest in activities such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies. cooperates with other staff members in conducting community wide events and works with neightborhood groups to determine recreational interests and needs of all ages.

Hunting and Fishing Guide - plans itinerary for hunting and fishing trips, guides and transports sportmen to hunting and fishing areas: Plans route that will afford best camping sites and hunting and fishing areas, utilizing knowledge of country side. Prepares meals for members of the group.

Acrobat - entertains audiences. Performs difficult feats. Originates acts. May work alone or as a member of a team.

Wild - animal trainer - trains wild animals to perform tricks. Evaluates ability, behavior and performance of each animal. Originates acts based on performance of animals. Works with circus or other exhibition.

Magician - performs original tricks of illusion and sleight-of-hand. Performs stock tricks of illusion and sleight-of-hand. Entertains and mystifies audiences. Uses props such as cards, boxes and rabbits.

Announcer - radio and TV - introduces various types of radio and TV programs. Reads news flashes. Identifies station by giving call letters. Describes public events such as parades and conventions.

Actor - Actress - portrays role in dramatic production. Rehearses part. Interprets comic or serious parts by speech and gestures. Learns lines and cues as directed.

Dancer - performs dances to entertain audiences. May perform alone, with partner, or in groups. Coordinates body movements and facial expressions with musical accompaniment. Rehearses dance routines.

Singer - gives expression to harmony, melody, and rhythm. Gives expression to music by means of human voice. May be known according to vocal range (baritone, tenor) classified by type of singing (concert, popular.)

Puppeteer - originates puppet show. Animates puppets by moving string and wires. Makes puppets used in show. Talks or sings during performance.

Day-care Center Worker - organizes and leads activities for pre-kindergarten children. Helps children remove outer garments. Reads to children and maintains discipline. Directs children in eating and resting.

Librarian - assists people in locating materials. Furnishes information on facilities, rules,and services. Explains use of reference sources. Assembles and arranges displays of books.

PHYSICAL THERAPISTS *

Treat disorders such as fractures, sprains, nervous disorders and heart trouble, give exercises designed to correct muscle ailments and deficiencies to patients, administers massages, and performs other body manipulations.

Nature of work: Part of medical team. Works under a physician - cooperates with other specialists. Participates in case conferences in which patients progress or problem is discussed.

Place of work: hospital, doctor;s office, rehabilitation center, community health program, crippled children's homes, armed forces

A physical therapist helps those crippled by accident, illness, birth, defects to achieve or return to as normal a body function or life style as possible. Some patients may be completely restored. In case complete restoration is not possible, the patient is aided in caring for his needs. Helps patient to adjust to his new way of life. Helps patient's family to gain an understanding.

A physical therapist's patients may be those who have had poliomyelitis, those who suffered strokes or heart attacks, sustained injury through an accident, undergone an amputation or drastic surgery, have become paraplegic, or who have emotional illnesses.

A physical therapist may have to help a person learn to walk again and to carry on some former activities. A therapist may be creative (devise new ways to approach things.)

REQUIREMENTS: attend school - can get a bachelor's degree.
Armed forces
College prep - English, psychology, science

SPECIAL REQUIREMENTS: emotional stability, desire to help other people, good health, stamina, patience, sense of optimism.

Work load - forty hours per week. Salary is $6,000.00 to $12,000.00. There is a good demand for people in this field. Part time for women with families.

CHILD CARE SERVICES *

Jobs you can qualify for after taking the training: Assistant to other professionals in the care of children:

Infant homes
Day care centers
Head Care Centers
Private and Public Nurseries
Foster Homes
Orphanages
Schools for Handicapped Children
Specialized Institutions
Private Families

What you learn and do in this course: You will assist other professionals in the care and feeding of infants and young children in various child care institutions and homes. After learning basic theory and skills you will be able to observe and do actural field work while learning the role of the child care worker under the supervision of teachers, nurses, doctors, social workers, or other professional trained personnel. Students in this course learn care of the infants:

the child from 3 to 6
Nursery school theory and experience
care of school equipment
care of children in hospitals
Care of children in the home
Introduction to child-related areas
retailing
further educational opportunities - two year college or four year college

Other reasons why this career could be what you are looking for:
If you are interested in working with children this is the course for you. You will have the opportunity to explore all areas of child care. With guidance and further education, you can become a teacher aide or a pediatric nurse.

Visit day care centers in the neighborhood. Take along a camera for first hand pictures. See the things that have to be done:

Feeding children
Bathroom chores
Playing
Games they can play
Sleeping places
Toys
Discipline problems
How is weather a factor?
What happens when a child is ill

How do children feel when parents leave
What ages of children were represented
How did you feel about this job?
Did you see things that would be fun
Did you see things that you wouldn't like to do?
What kind of things would you have to learn?
Would you have to go to school or learn it on the job?
Would it best be fitted for a boy or a girl?
Why?

Why do we need day-care centers?

After a visit to a day-care center -

Role Playing - follow up
Set up a situation using the job most childrenin your room chose and then use the others as time permits: After a visit to a center the children could assume the roles of the different persons involved - the teacher, the helpers, the cook, children. Immediately they would see the problems involved. Have them assume different roles - the same child not always teacher,but other roles.

Stories written by class like experience charts can be made into a big book for room library.

Children may want to write individual stories about their trip and make into a book or keep in their creative writing folder. They may be read to the class or illustrated etc.

Collect magazine pictures about day care centers and use for a bulletin board or to motivate creative writing.

Choose books from the library if possible - also any films or filmstrips. Take the pictures that were made on the trip and do a filmstrip and tape for the other grades to use.

Use Want-ads (classified) section of newspaper and see what jobs are available.

Use music, library books, filmstrips.

Make map of local elementary school area - locate day care centers. Lay out area in sand box or on table and mark day care center and also homes where children live that attend the centers. Note new building, vacancies, business not operating and project an idea of what it will look like the future - year from now.

DRAMA

skits and plays, practice putting yourself in the part you are playing. Emphasis on speech projection, clarity and expression. Chance to write scripts, and devise and put on a program - announcer, commercials, variety numbers for children wishing to express themselves through the forms of monologs, comedy, drama, dancing, magic, puppets, musical numbers, etc. A talent show type format can be used. A news program could be broadcast either

through a tape recorder or live.

Use of tape recorder to practice for improvements in projection, clarity and experession - for taping a broadcast or program - for recording a program for later analysis.

Trace the lives of well known people in broadcasting and the performing arts. Share orally and discuss.

Clubs - formed from common interests. Study employment opportunities, qualifications, training and education. Make small notebooks or booklets. give oral reports etc.

Class discussions - focus on the abilities needed for the performance of particular jobs in the entertainments field and information conerning qualifications and educational requirements if desired.

"Authors" type card game using job titles as headings and job descriptions as information to ask for in attempting to corral as many books of four cards each as possible.

A KIT which contains the supplies for a party is included in this series. Without your help this becomes merely paper supplies. With your help, a ready made situation exists to discuss jobs in the hospitality industry.

The kit contains napkins, paper plates, centerpiece, hanging clown and balloons.

Some career relationships can be made by role-playing the occupations of waitress/waiter, food preparation, invitations, reservations, etc.

Parents who are employed in these areas would make excellent resource people.

- Student Activities - films

What is Music	The Young Performers, Parts I and II
What is Rhythm	Circus
Music, the Expressive Language	Circus Days

Chance to Play - this is in primary catalog, 1950. It points out need for recreation.

- Student Activities - field trips

aquarium	County library
Zoo	Art museum
Radio/TV station	Historical museum
Industrial museum	University museum

- Student Activities - Resource Books

Park Rangers and Game Wardens the World Over, F. J. Torbert; Hastings, 1968
Hyde, What Does A Forest Ranger Do?. Dodd-Mean, 1964
Wood, F. and D., Forest are For People; Dodd-Mean. 1971
Rowe, City Workers, Watts, Inc. 1969
Greene, C., I Want to Be a Zoo Keeper, Childrens' Press, 1956=1969

- Student Activities - to be used in classroom

Assortment of "Clown" party supplies: paper plates, napkins, 6" bowls, cups, clown motif decorations for table and wall hangings.

"Let's Get Together" - slide presentation (35 mm)

PEOPLE POWER

- Sample Student Objectives

1. Students will be able to list 50% more personal service occupations following completion of the activities.

2. Students will be able to select occupations which deal with personal service from a list of varied occupations.

3. Students will be able to match job skills used in selected personal service occupations to their own experience.

4. Students will see selected personal service occupations as within their capabilities.

- Vocational Awareness Concepts

variety of jobs
variety of jobs available within one cluster
general working conditions
meeting and serving people
responsibilitiy to public
variety of equipment used
special skills needed
pride in the work accomplished
the cluster concept as related to personal services

I. Concern for dignity and worth of fellow man

II. Enjoyment of working with people

III. Necessity for cleanliness

IV. Enjoyment of working with animals

V. Variety of training

VI. Variety of jobs in personal services occupations.

- Samples of jobs which relate to personal services

Barber	cuts, shampoos, styles hair and hairpieces, shaving and skin treatment
beautician	cuts, shampoos, styles hair and hair pieces.
Manicurist	cuts, and maintains nails
Funeral Director	plans, arranges and counsels with family concerning funeral
Hearse Driver	drives the car which carries the casket
Limousine driver	drives the car which carrier the family

PEOPLE POWER, continued

Cosmetologist	tests, selects, applies makeup products
Veterinarian	treats ill animals and provides care of animals
pet trainer	programs, selects and trains animals
kennel keeper	operates, maintains and cares for the physical needs of the pets
Pet groomer	shampoos, styles, clips and manicures pets
pet shop owner	establishes, maintains, equips, and advertises for pet shops
physical culturist	analyses and counsels, operates and maintains reducing studios
masseur	man who analyzes, counsels and massages, operates massage equipment
masseuse	women who does same things masseur does.

- Student activities - films

Health, Exercise, Rest and Sleep
Animal Capers for Fun and Fitness (best for K-2, art project involved)
Mechanical Capers for Fun and Fitness (best for K-2)
Apryl and Her Baby Lamb
Care of the Skin
Turtle - Care of a Pet

- Student activities - filmstrips (available through local sources)

Beautician
Let's Keep a Pet
Pride, the Saddle Horse
Skin Care and Nails
Your Pasture

- Student Activities in kit - to be used in classroom

Included in the kit are barber and beautician supplies. These are meant as models. If the blade is not used, in the electric clippers, children can role play a barber's occupations.

The wig can be styled, and hair dryer used both as a dryer and vacuum. Materials include:

clippers	1 boar bristle brush	1 kit of supplies pertinent to this occupation
3 combs	1 vent brush	1 styling kit which contains these articles.
1 scissors	1 dryer (M-7)	
1 blending	1 wig	

PEOPLE POWER, continued

Student activities - speakers

1. Hair styling school
2. Pet clinic
3. Funeral Home Director
4. Distributive Education students
5. A barber to demonstrate
6. Fashion presentation
7. Dog training demonstration.

- Student activities

1. comparison of pictures of hairstyles
2. wigs of various styles
3. combs for each child
4. cosmetics to use for making up other children
5. nail files (free emory boards from pharmaceutical house)

- Student Activity - vocabulary

height	scalp	training
weight	hair piece	diet
reduce	facial	
equipment	barber	
exercise	manicure	
massage	beautician	
shampoo	make-up	
hair style	grooming	
obedience	clipping	

Suggested activities for vocabulary: use words for lead-in questions
creative writing - stories and games.

WHO WORKS?

- Some Sample Vocational Concepts

variety of job titles
general working conditions
clothes to be worn
variety of equipment thatis used
special skills needs
similarity between jobs
employer-employee relationships

SELF AWARENESS

Encourage students to talk with parents, family, friends, and school staff members about the work they do.

Have children reports written

If I were _____for a day, these are the things I would do.

TO THE TEACHER: Read your student's accounts carefully and you will become aware of basic attitudes and values. Do they define work in romantic, heroic, or mundane terms? Are their comments positive or negative. Do they show a good understanding of the work done by persons they know? Do children see occupational roles defines in terms of race or sex? So they see them in ways that might limit their own occupational futures? Encourage children, through their writings, to share with classmates their attitudes toward work. Paste reports on bulletin boards or bind them in a folder for the reading corner. When different points of view come out, bring them up for discussion.

GENERAL OCCUPATIONAL SITUATIONS IN THE COMMUNITY

What industries or companies dominate?
What contributing factors made this influential?
How do they affect community values?
Discuss labor-management relations
Discuss job security
Discuss levels of unemployment
Have these factors influenced the values of the student's families?
Do parental occupations enhance or diminish each student's perception of himself?

- Student activities - group discussions

Who am I?
How am I different from other children?
How am I different from my parents?
How am I different from other adults?
How am I like other adults?
Am I friendly?
Do I spend time alone?
Am I kind?
Am I happy?

WHO WORKS?, continued

Do I like to help my classmates?
Do I like to help my teachers?
Do I like to help my parents?
What things do I value most?
What qualities do I admire most in people?
How do I feel about myself and my actions?
How do these talents help me contribute to my family, school or community?
What special skills and talents do I have?
What kind of person do I want to Be?
How can I use my talents to develop my own special way of living?

- SELF AWARENESS

Write or talk about family occupations to encourage them to find out more about their parents' jobs, or their neighbors' jobs, or relatives' jobs. They may compare or contrast their attitudes with those of other adults. Discourage the use of good, bad, right or wrong as connected with a job. Any job is honorable. Emphasize respect for and acceptance of different values. This is important in all discussions. "Bridges" across the generation gap must be built both ways. Children should be allowed the option of not telling their feelings if so desired.

As you learn more about your students, use your knowledge to plan and develop experiences appropriate to each one's particular needs. Develop self-enhancing activities through which each child can explore areas of interest in greater depth.

At first, use activities to which students can relate easily. Many home activities have occupational counterparts. For instance, sewing=dress design; flower arranging - floristry; cooking - hotel chef' garden - horticulturist and landscape artchitect.

How many occupations can your pupils name that parallel home living activities?

Select one specific activity at a time and name as many related occupations as possible. For instance, how many occupations can children list which are related to sewing?

Home economics teacher
dress designer
fashion editor
tailor
shoe repairman
carpet binder
fabric-shop manager
needlecraft instructor
sewing machine salesman
knitting mill employee
bookbinding

Invite several people working in these occupations to t alk to your class. Try to get a whole spectrum of attitudes of particular kinds of work. Have children sewed at home? Perhaps they have mended their own clothes, made stuffed animals, designed their own costumes for a special party, helped their mothers with patchwork quilts, or mended sails for model boats.

HOW AM I CHANGING?

Two kinds of time - linear and cyclical. Linear life from birth to death; Cyclical - recurrance of actions and decisions. These both interact.

To help children visualize the effects of time plant a fast growing vine early in the school year. Train it to grow around the room. Have a growth chart - measure every two weeks. Prediction is an important part so they will be able to predict what will happen with the vine and with their own lives.

Have children project themselves in many career roles, analyze these roles in terms of what they know about themselves and relate finding to their present situations.

Children should be aware that they are changing and the world around them is also changing. Use the vine they have planted as a living life line and a class diary. Designate important classroom events (birthdays, holidays, the day everyone mastered the times tables with small cards attached to the vine) Measure growth every 2 weeks. Have children try to work out a pattern of growth. Then can they predict growth? Where will the vine be on their birthdays? The next school holiday?

Keep monthly height and weight charts for children and see if there are any parallel growth patterns to the vine.

Keep a room diary or scrapbook. Have one or more children responsible for it each day. They are to observe and record classroom events, thoughts about local and community events - which effect people's lives, significant news from larger worlds beyond the community. THis will show changes if read now and then.

Map a map of the neighborhood showing new building andold buildings, houses bought and sold, new occupants. Color-code changes and try to find patterns See if they can predict changes in five years - 10 years - 30 years. Record changes in school population on a wall map. From what areas do new children come? Where do children move? Why? Do occupational demands require some people move more than others? What occupations might involve many family moves? Encourage children to talk about moves their families have made. Where did they live? What unusual experiences did they have? how did they feel about moving to a new town; making new friends? Now, children should be ready to develop their own time lines. Give each child a sheet of butcher paper. Ask them to draw a line down the middle and create a time line of his entire life to date and his future as he thinks it will be or would like it to be. What does he think will happen? When -does he think it will occur? Cartoons, original drawings, interpretive paragraphs, and pictures should be included. Also have older children do the same and compare.

Look at magazines or pictures of many years ago and note changes. How are certain occupations different now than twenty years ago? Will they be important in twenty years? Children will need to talk to older people

WHAT WILL I BE LIKE?

Each child may write a short letter to his parents saying: Right now I want to be a _____ when I grow up. Then discuss students' choices and parental responses to them.

Use the pictures from any source to create a collage reflecting his feelings about adult occupational life. Discuss collage by career clusters and ask students whose careers fall in these categories to talk together about their choices. What general interests stand out in the entire collection? Discuss each child's collage with him. Ask him to talk about one or two others also that interest him. Have children guess who made the collage - what were the reasons for their choices?

Set up a box filled with occupational tags (carpenter, nurse, photojournalists, geologist, medical librarian, for example.) Play games using these tags.

WHAT WILL I BE?

1. Ask a pupil to draw a tag and act out the occupation in charade fashion.
2. Select two tags at random. Tell how the 2 occupations might both be important in a community .
   Can they work together on one task?
3. Choose a tag and ask children to tell which qualities and training the occupation requires.
4. Draw a tag and carry out all the functions of that occupation required in the classroom (mailroom: hand out papers; electrical: operate projectors, turn off lights.)
5. Have 2 children each select one tag, then create a role playing situation in which they might meet at work. Children should feel free to write their own occupational titles. They must research this job.

* *

Children must encounter many role models. Men and women may be invited to talk to children or go on field trips. Use parents.

Have children watch TV as it relates to occupations.

Find activities in school life that parallels adult occupational life. Pupil writing at desk - secretary typing at desk.....pupil caring for plants - horticulturist making predictions in science or weatherman.

INTERACTION

Children must be aware of how they must work together:

1. Class field trip to Medical Clinic to see how they must all work together.
2. Have small committees work on an occupation to see how they work together.
3. Observe seeing a house being built.
4. School setting and how we work together.
5. Place a box with group of manufactured objects. (cereal box, claw hammer magazine and a pad of paper) and ask students to study objects and list different occupations used in developing and using each object.
6. Set up a miniature bakery or grocery store and have children find out how they have to interact and cooperate.

WHO WORKS? continued

- Student activities - films (all films are color and range between 8 and 13 minutes and can be obtained through local sources)

A look at you
Airport Helpers
Building a Jet Plane
Building a Freeway
Cities and Manufacturing - Where we Make Things
Cities - shopping - Where We Our Food
Cities and Transportation - Moving People and Goals
Community Bakery
Community Hospital
Double Day of Danny Dillon (dentist) 15 minutes
Economics - It's Elementary
Eggs to Market
Everyone Helps in a Community - 14 min.
Families and Jobs - Lisa Earns her Dime
Families and SHelter - A Home for Hernandez
Harbor Pilot
Helpers in Our School
Hopscotch
Let's Build a House
Let's visit a Shopping Center
Lumberyard
Mailman
Making Things Move
Making Work Easier
Man and His Tools
Mechanical Capers in Fun and Fitness
Mike and Steve Visit a Shopping Center 14 min.
Night Community Helpers
Our Family Works Together
People Who Work at Night
Policeman
Schools and Jobs - Lots of People Work Here
Schools and Neighborhood - Josh Gets a School
The Senses
Veterinarian Serves the Community
We Want Goods and Services
Why People Have Special Jobs

- Student Activities - in kit - to be used in classroom

I WANT TO BE TREE which includes 12 books in an "I want to be....." series.

Wonderful World of Work (35 mm filmstrip and record)

90 Billion Raindrops (film)

Elementary VIEW Deck, Microfiche Reader

People Who Help Others, People Who Organize Facts, People Who Create Art (35 mm)

GETTING THE MESSAGE

- Sample Student Objective
  Specific to Communications Skills

  1. In a list of thirty occupations, students will select the following as those people whose jobs demands much communication with other.

     nurse — sales clerk
     teacher — advertising designer
     foreman

  2. When asked which industries are in the busiess of communications, students will list at least four following:

     telephone — television
     book publishing — magazine publishers
     radio

  3. When asked which school subjects are training in communications, 90% of the students will identify reading, writing, speaking, listening.

- Samples of jobs which involve communicating skills

  announcer — program director
  director — secretary
  reporter — proof reader
  press operator — tape editor
  actor — advertiser

- Some vocational awareness concepts

  Variety of "word" skills used in communicating
  Commercials -- selling time to get people to use the product
  Decision making -- what to include
  Care - accuracy
  Timing
  Priorities in information
  Varied hours.

- Student activities - field trips

  1. Visit a local radio - TV station

  2. Visit a daily newspapers

- Student Activities - speakers

  1. Distributive Education students from the local high school
  2. sales personnel
  Parent resource speaker

  You may have a parent who is willing to serve as a resource speaker in your classroom. If so, you might want to contact the parent directly. A questionnaire is in this packet to save you time.
  Parent's name_____
  Job or Skill_____
  Hours available_____
  Date and Time established_____

- Student Activities - included in kit - to be used in classroom

1. Printing press

An operable printing press is included in the package. Several projects could be developed as a "spin-off" from operating including history, technology, occupations and idrections are in package.

2. TV production

A script could be written, edited and acted by students. T he multiple occupations in the industry could be "tried on," If desired, arrangements can be made to videotape the production.

3. School newspaper

An "old" idea, but one which also allows students to participate in various occupational roles.

4. Material which helps students see the importance of communication is in package.

- - Student activities - supplementary resource books

Adler, Irving, Communication, Day. 1967
Buehr, Walter, Sending the Word: The Story of Communication. Criterion. 1965
Foster, G. Allen, Communication: from Telstar to Tom-Tom, Criterion. 1965

- Student Activities - films

available from your local resource center

Cities and Communication
Communications in the Community
Messages
Opening Speech
Prints

- Sample student objectives

specific to marine package

1. Students will be able to identify at least six occupations in the marine industry by listing job titles in a cluster grouping.

2. Given a list of 25 occupational awareness concepts students will identify at least the following as applicable to the marine industry:

   Working outside
   training in using technical equipment
   Working with things more than people
   Traveling

- Samples of jobs in the marine field

seaman	oceanographic surveyor
radar operator	water quality control technician
underwater welder	fisheries assistant

- Some vocational awareness concepts you may want to relate:

   variety of jobs within one cluster
   need for special tools in special environment
   traveling away from home
   levels of technology
   specialized skills
   physical requirements for jobs
   training

- Student Activities - field trips

1. Local Vocational Training School or Center

2. If possible, visit a local oceanography research vessel

- Students Activities - films

Food from the Sea
Harbor
Harbor Pilot

- Students activities - filmstrips

Out of the Cradle
Plankton! Pastures of the Ocean

- Student Activities - Supplementary Resource Books

Bergaust, Erik. Oceanographers in Action, Putnam, 1968
Brindze, Ruth. All About Undersea Exploration. random, 1960
Buehr, Walter, Harvest of the Sea, Morrow, 1965
Cook, J. Gordon., Exploring Under the Sea. Abelard - Schuman 1964

- Student activities included in kit - to be used in classroom

Knot board - examples of various knots and names of each

nylon net, repairing twine, plastic shuttles,
polyester ropes of various sizes

Book included which describes net mending etc.

Oceanography Book
Deep Sea Crab Industry, series of 2 (filmstrips)

BUTTON PUSHING - NUMBER PEOPLE

- Sample Student Objectives

specific to Technician Package

1. Given a list of skills used in occupations, students will select at least the following as applicable to technicians.

   Examples: Using instruments which measure very accurately, working with equipment more than people, having specific training for a job, and collecting information.

2. When asked if more, the same, or fewer technicians might be needed in the future, students will select MORE.

3. When asked which subjects in school might be closest to training a technician might receive, students will select at least science and mathematics.

- Samples of jobs involving technical skills

water quality technician
programmer
electronic technician
highway - road technician
medical laboratory technician
x-ray technician

- Some Vocational Awareness Concepts

Increased technology leads to a need for specialized skills to operate instruments and equipment

complexity of equipment
similar skills in a variety of situations
training opportunities
team work e.g., medical example of one patient

- Student Activities - field trips

1. Federal Air Traffic Control Center

2. Community training program on metals, technology drafting, and electronics.

- Students activities - films

Appollo 12 - Pinpoint for Science
Big Numbers, Little Numbers
Community Hospital
Electricity: How to Make a Circuit Work
How a Scientist Works
Information Machine
Magnifying Glass
Sky and Telescope
Weather Station
What is Automation

- Filmstrips

Visit to a Weather Station

BUTTON PUSHING NUMBER PEOPLE, continued

- Student activities - supplementary resource books

Colby, C. B., Astronauts In Training, How Our Astronauts Prepare for Space Exploration. Coward. 1969

Darwin, Len, What Makes a Telephone Work?, Little, 1970

Olney, Ross R. Sound All Around: How Hi-Fi and Stereo Work, Prentice. 1967

Ross, Frank, Model Satellites and Spacecraft. Lothrop, 1969.

- Student Activities included in kit -

Camera Kits including film, repro neg paper, developer, fixer
printing paper, developing bags

Photography is..... Eastman book

TELESCOPES AND TEST TUBES

- Sample student objectives

specific to the science package

1. Students will be able to identify 50% greater number of jobs which involve science
2. Students will select from random job samples, those which deal with science.
3. Students will be able to match job skills which involve science with their own home or school experiences.
4. Students will select "science" as a skill within their capabilities.

- Vocational concepts

Variety of jobs in science field
variety of jobs titles
changes occurring in science field
people involved in science
variety of equipment in science
skills required in the field
data involving the science area collection and measurement
data, people, things associated with the science field.

- Samples of jobs which relate to science

Science is such a broad heading that a listing of all jobs available would be impossible lengthy. A few areas that you might explore with students ar occupations in:

Pollution control	water analysis, air, fisheries
Food supply	additives, new sources of food, safety
Medicine	pathology, medicines, techniques, and instruments, vaccines
agriculture	hydroponics, insecticides, plant breeding, etc.
petroleum	plastics, fuels, geology
air and space technology	design, test craft, propulsion, space survival transportation, lasers, robots

Most scientists are concerned with collecting data and information of an event or (experiment) and analyzing that data to form the basis for new information, in the problem (e.g., a new medicine) or in the way the information is processed.

- Sample items in kit

1. Many of the science kits currently available can be related to specific careers.
2. A weather station is included in the kit, which can relate a specific occupational area to general science concepts.
3. The "ODYSSEY" device, is also included as a springboard to discussions of instrumentation, circuit cards and manipulation. It comes with a set of activities and is attached to the TV set in the classroom.

TELESCOPES AND TEST TUBES, continued

- Student Activities - films

Air and What It Does
Magnifying glass
Our World of Science
Sea Life Puget Sound
Senses
The Park

- Student Activities - field trips

1. A fisheries company

2. A Department of Oceanography at a local college

3. A sewage treatment plant

4. a science center, if available.

MAKING A MILLION

- Sample student objectives

specific to manufacturing package.

1. Students will identify at least six occupations in manufac-uring industries by listing them in a cluster grouping.

   Example: assembler, machinist, foreman, machine operator, packer, inspector, sales representative, advertising specialist, secretaries, accountant,

2. In a list of 25 occupational awareness concepts, students will choose at least the following as applicable to working in manufacturing industries.

   working with many others
   employer - employee relationships
   knowing about profit and loss
   working in a set routine
   working with equipment and tools

- Samples of jobs in the manufacturing industry

packer	Personnel director
sorter	supervisor
inspector	assembler
machine operator	truck driver
administrator	

- Some vocational awareness concepts that you may want to relate:

advantages/disadvantages of mass production
Union-management concept, strike, negotiation
job specialization
salary scales
profit/loss
working for a large company

- Student activities - field trips

visit a steel company

visit a trucking concern.

- Student activity - included in kit

MOLDING WITH WATER-EXTENDED POLYESTER RESIN.

Materials:

aqua zap	shading lacquer
catalyst	brusnes
molds	protected surface
stir stix	sandpaper
waxed paper cups	

Procedures:

1. arrange molds on flat, protected surface
2. Pour resin into __oz. cups, 3/4 full
3. Add _____catalyst
4. STIR THOROUGHLY AND QUICKLY
5. Pour into molds almost to top of mold
6. After 15 min. (approximately) remove from mold.
7. Sand to finish
8. Decorate (if acrylic, wait 24 hrs.; if water based paint, wait a few days; if shading lacquer, can be done immediately.)

Additional information concerning the resin project:

This process can be completed with an entire class, by individuals, or in small groups. Because of the odor of the resin, you may prefer to complete the project at the end of the day.

This project could lend itself to an "assembly line" approach that could lead to career awareness in manufacturing. One group could pour, another add catalyst, etc.

This manufacturing approach could even be extended to sales and distribution as a class project.

- Student activity - films

Building a Jet Plane
Cities and Commerce
Cities and Manufacturing: Where We Make Things
Cotton to Clothing
Frozen Foods

Filmstrips

Great Lakes Area
Steel Making Today

- Student Activity - Supplementary Resource Books

Cooke, David How Books Are Made, Dodd 1963
Hammond, Winifred, Cotton From Farm to Market. McCann, 1970
Hammond, Winifred. Wheat From Farm To Market, McCann 1970
Smith, Frances, C. Men at Work in Alaska, Putnam, 1967
Sullivan, George, New World of Construction Engineering, Dodd, 1968

SAVING THE WORLD

- Sample student objectives

specific to environmental occupations

1. Students will be able to identify at least six occupations dealing with environmental control by listing them in a cluster grouping.

   Examples: forester, wildlife manager, hatchery aide, city planner, solid waste collector, waste water technician, recycling plant worker, air pollution technician.

2. When asked if MORE, THE SAME, OR FEWER technicians might be needed in the future, students will select MORE.

- Sample of Jobs in the Environmental occupations

technician
forester
wildlife manager
city planner
disposal specialist
recyclable materials collector
fork lift operator - lumber mill
machine operator - mill
Treatment plant employee

- Some vocational awareness concepts you may want to relate

variety of occupations in one cluster
inter-relationships of industries and occupations
Society need affecting job possibilities
levels of training
need for long range planning
responsibility

- Sample student activities

1. Pollution test kit

   The kit contains six pollution test kits which enable students to try out sampling and analysis techniques. Directions are included in each kit.

2. Air Pollution measurement

   Measuring the amount of particulate matter in the air is possible with equipment available. Contact the proper source for this equipment.

3. School Environment

   Project on cleaning and beautifying the school room or grounds offer one way of involving students on the social issue

4. A simulation game involving resource use is included in the package.

- Student activities - field trips

1. Visit a hatchery - fish

2. Visit a sewage treatment plant

- Student activities - films

Cities and Protection
Construction Jobs for Young America
Crop Duster
Search To Survive
Weather Station
Weather Wasteland

- Student Activities - supplementary resource books

Smith, Frances, C. Men At Work in Alaska, Putnam, 1967
Sullivan, George, New World of Construction Engineering, Dodd, 1968

ANYONE CAN TRY

- Sample Student objectives

1. Girls will list 50% more occupational titles as potential careers.

2. -Girls will mark at least 50% more "either" on a list of 30 occupations when given a choice of boys, girls or either.

3. There will be no significant difference between girls and boys rankings of their abilities in specific home and school tasks.

4. On six "highly skilled" occupations boys and girls will perceive themselves as equally able to learn that occupation.

- Vocational Concepts

variety of job titles
changes involving girls' jobs
general working conditions of girls
managing and leading people
girls operatin g equipment
training locations for girls
girls involved in data-people-things.

- Student Activities included in kit

A Dremel Power Tool is included in the kit. This tool can be used in a variety of hobby and art work. Its use will involve girls in the use of "traditionally masculine" terms such as router, r.p.m., sander, etc.

This is a tool - not a project. Your own needs in art will dictate its use. Soft wood or plastic will provide a better basis for experimentation.

- Student activities

1. Reverse role playing, have boys assigned to secretarieal roles within rooms, girls to more physical tasks.

2. Discuss roles of boys and girls, men and women in reading selections.

3. Use of equipment - assign a team of girls to elarn operation of 16 mm projector.

4. Write "I want to be....." articles. Identify jobs selected by boys and girls; discuss patterns and their realism.

- Student activities - films

Fundamentals of Track and Field for Girls, 1969 - Field Events
Fundamentals of Track and Field for Girls, 1969 - Running Events
Hands Grow Up
Toes Tell

HANDS - ON

- Sample Student Objectives

1. Students will be able to identify 50% greater number of jobs which involve manipulating.

2. Students will select from random job samples, those which deal with manipulation.

3. Students will be able to match job skills which involve manipulation with their own home or school experiences.

4. Students will select "manipulating" as a skill within their capabilities.

- Vocational Awareness Concepts you may want to relate:

varieties of jobs in manipulation field
effects of manipulating on the job market
general working conditions of manipulators
specialized equipment forthis area
specialized skills needed for manipualting
similiarity to other jobs and jobs within job category
creative opportunities available in teh manipulating field

- STUDENT ACTIVITIES - films

Animules
Finger Painting Techniques
Guitar
Hands Grow Up
Japanese Handcrafts
Let"s Build a House
Making Things Move
Man and His Tools
Mosaics for Schools
Prints
Toes Tell

- Student Activities included in kit

Although many activities in art and science can be related to manipulative activity, one major project has been included as a part of this kit.

It consists of a "model" house which can be built to specifications on a scale of 1 inch to 1 foot. This project will involve both time and space within the classroom. Ideally it would involve a smaller group of students. In addition, to its career applications, this project can be related to math, social studies, andother subject as well.

I RUN THINGS AROUND HERE

- Sample Student Objectives

specific to operating package

I. Given a list of 20 skills needed to operate equipment, students will select at least the following:

ability to follow directions
ability to read instruments
ability to be alert to possible dangers
familiarity with equipment

II. Students will identify operating skills which can be gained in a classroom setting such as operating audio-visual equipment, operating science equipment and operating simple office machines.

- Samples of jobs involving operating and controlling skills

caterpillar operator
machinist
press operator
injection molder operator
crane operator
truck driver

- some vocational awareness concepts you may want to relate

Data - People - Things
Equipment designed for purpose
Similarity of skills in different jobs
Working conditions (safety)
Working conditions (inside-outside)
Definition of machines

- Student activities - field trips

1. Visit local vocational training center

2. Visit local treatment plant

- Student activities - films

Great Lakes Area
Helicopters in the Grand Canyon
Making Work Easier
Man and His Tools
You and Machines

filmstrips

Toolmaker
Secretary
Draftsman
Key Punch Operator

- Student Activities - resource books

Coombs, Charles. Skyhooks: The Story of Helicopters, Morrow, 1967
Epstein, Sam, All About Engines and Power, Random, 1962

- major student activity included in kit

"ODYSSEY" game - electronic game which, when attached to a TV set makes an eye-hand coordination game

12 electrical mazes - practice circuit boards

Air age kit (includes compass game, posters, activities, etc.)

Project EVA

MULTI-RESOURCE KITS

1.	People Who Count	Skill of counting in jobs
2.	Moving Around	Transportation
3.	Get It While It Lasts	Sales and Distribution
4.	Feeling Good	Health occupations
5.	The Letter People	Graphic lettering in occupations
6.	People Power	Personal service industry
7.	Build Me A World	Construction occupations
8.	M-m-m-m-m That's Good	Foods Industry
9.	Let's Get Together	Hospitality industry
10.	Who Works?	Occupational Awareness
11.	How Big Is It?	Measurement skill
12.	Getting the Message	Communicating
13.	Telescopes and Test Tubes	Science occupations
14.	An Ocean of Jobs	Marine science
15.	Anyone Can Try	Occupations for Girls
16.	Button pushing Number People	Technician Occupations
17.	Making a Million	Manufacturing occupations
18.	Saving the World	Environmental control
19.	I Run Things Around Here	Operating/controlling
20.	Hands - on	Manipulating

* * * * * *

GENERAL OBJECTIVES

* Listing more occupations * Categorizing occupations within a group

* Relating Current Skills to job skills * Viewing self as potential leader

	1	2	3	4	5	6	7	8	9	10	11	12	13
Variety of job titles	A	A	A	A	A	A	A	A	A	A	A	A	A
Variety within one cluster	A		A	A		A		A	A			A	A
Manufacturing - mass production													
Manufacturing - job specialization								B					
Distribution - advertising			A		B			B	B			B	
Distribution - sales			A					B	B				
Distribution - project/loss			A										
Technology - effects on job market	B						B						A
Technology - change	B	B									B	B	B
Technology - technician level				B							B		A
Technology - computer role													A
Working conditions - general	A	A			B	B		B		A		B	
Working conditions - inside/outside	A	A	A	A		B	A	A		A			
Working conditions - hazardous							A			A			
Working conditions - clothes	A	A	B	B				A		A			
Working conditions - pay													
Working conditions - messy/clean			B					A		A		B	
Working conditions - away from home													A
Working conditions - monotony										A			
People - meeting, serving	A	A	A	A		A		A	A				
People - responsibility to public			A	B		A		A	A				B

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A= major emphasis
B= can be related

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	A		A	A		A		A	A			A	A	A			A	A		
on																	A		B	
ation								B								B	A		B	
			A		B			B	B			B					B			
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arket	B						B						A		A	A	B	A		B
	B	B									B	B	B	B		A			B	
				B							B		A	A		A	A			
													A			B				
	A	A			B	B		B		A		B		B	B			B		
utside	A	A	A	A		B	A	A		A				A	B		A	A		
s							A			A				A	B				B	
	A	A	B	B				A		A							A			
ean			B					A		A		B							B	B
n home													A	A						
										A										
	A	A	A	A		A		A	A											
blic			A	B		A		A	A				B					B		
				62									63							

	1	2	3	4	5	6	7	8	9	10	11	12	13
People - managing, leading													B
Equipment - variety	A	A	B	A	A	A	A	B	B	B		A	A
Equipment - maintenance needs	A	A					A	B					B
Equipment - varied forsimilar purpose		A					B	B					
Equipment - specialized for purpose	A			B	A	A	B					A	B
Equipment - operating				B	A		B				A		
Equipment - design, tool making							B				A		
Equipment - safety	A												
Sanitation				B		A		A					
Skills - special level needed		A	A			A	B		A	A			A
Skills - levels				A			B			A		A	A
Skills - training need and locations													
Skills - care, accuracy	A	A	A	A	A			A	B			A	A
Skills - pride in craftsmanship					B			A	B		A		
Skills - similar skills in different jobs		A			B								
Data - collecting, measurement		A		B							B		A
Data - need for		A									A		A
Data - using to plan									B		A		A
Creative, artistry - opportunities					A	A		A	B		A	B	
Data - People - Things construct										A			
Cluster concept	A		A	A		A			A	A			A
Labor - management relations													

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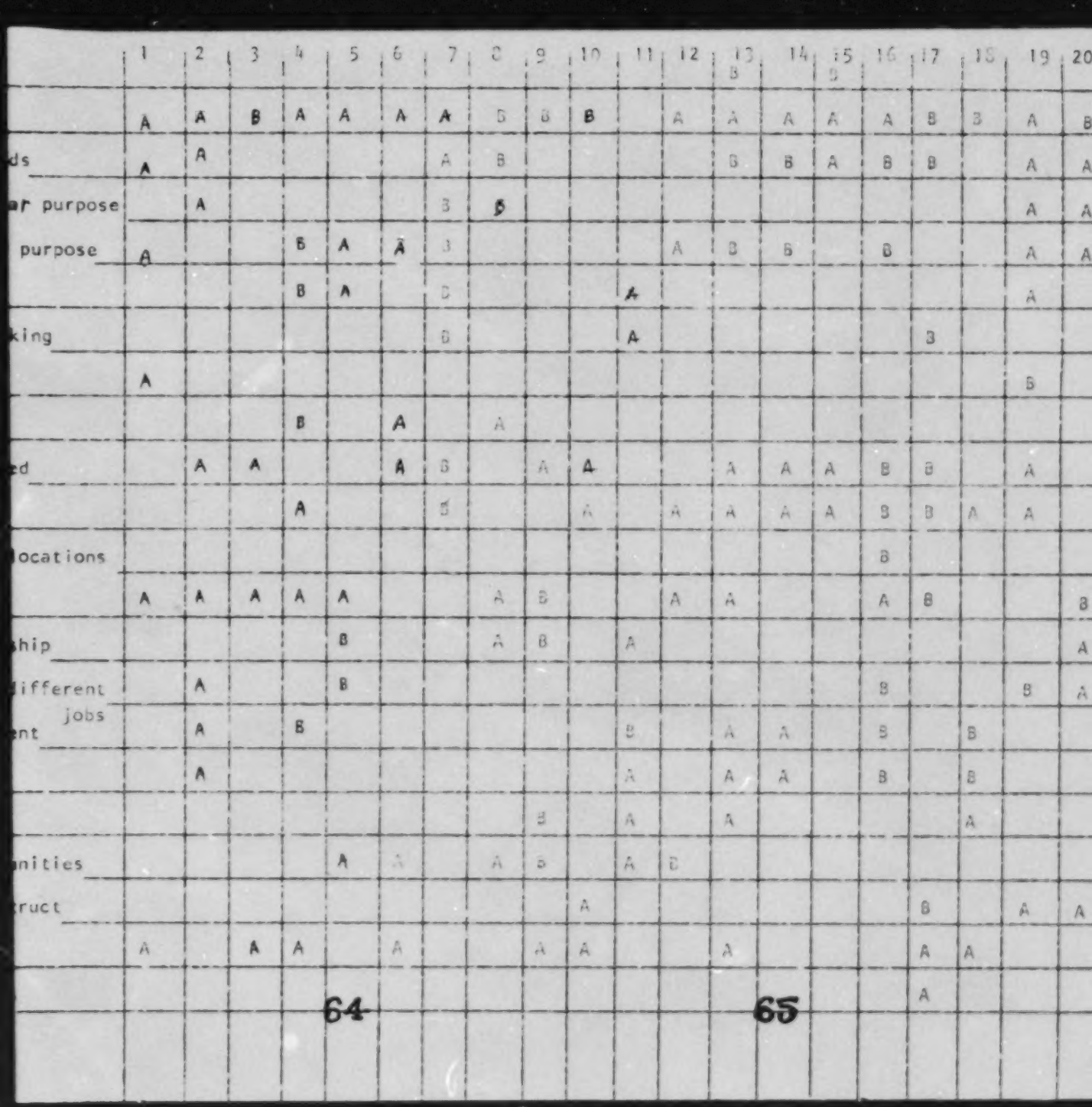
A= major emphasis
B= can be related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GET IT WHILE IT LASTS.....

This presentation was prepared by Project EVA - Early Vocational Awareness, through the Highline School District, P.O. Box 66100, Seattle, Washington. The Project was funded under Part D, Vocational Education Act of 1963 through the Coordinating Council for Occupational Education, Olympia, Washington. This series of 61 - 35 mm slides portrays a variety of occupations in the SALES AND DISTRIBUTION occupational cluster and relates children's activities to these occupations. The primary grades, especially grades 1 and 2 are the target audience.

* *

#	PICTURE	NARRATION
1.	"GET IT WHILE IT LASTS"	Title
2.	Salesgirl showing item	You've gone shopping lots of times
3.	Salesman with customer in sporting goods dept.	But maybe you have never through of how many people sell things.
4.	Shoe sales -- 2 women	Everything from shoes.....
5.	Customer looking at archery materials	to bows and arrows
6.	Salesman in car showroom	Not all sales people work in stores
7.	Balch car lot	Some sell cars
8.	Real estate firm -- outside	or even houses
9.	Salesman on telephone	Like this man. He uses the telephone to talk to customers.
10.	Furniture salesperson on telephone	Someone like this furniture salesperson might have talked to your parents.
11.	Popcorn machine	Sometimes even a machine can help sell something. Seeing the popcorn makes you want some.
12.	Group of children talking	You probably spend a lot of time talking and explaining things to your friends. That's what it feels like to sell something.

13.	Saleswoman in wig department	A salesperson needs to explain to customers why they should buy something and how it works.
14.	Group of children talking	You've probably done this lots of times.
15.	Shoe sales woman tying shoes.	A salesperson needs to work closely with people.
16.	"Penney's" store front	You really need two important skills to sell things; liking people, and liking the thing you're selling.
17.	Girl in donut shop	No matter what things you like, some store probably sells it.....even donuts.
18.	"Charlie Brown" billboard	One part of selling is advertising.....that's letting people know what you have to sell. Here, Charlie Brown is letting people know about a certain kind of toothbrush.
19.	Quaker Oats package on display with cameras, etc.	If you enjoy art or taking pictures, you might like this part of selling.
20.	Decorator in store	Decorating a store is one part of advertising
21.	Fishing pole display	To make displays, you need to be able to see what looks attractive to customers.
22	Girl taking picture for advertising	All advertising has to be created by someone.
23.	Window display..Childrens corner	This window display and the colors of the store were designed by someone who liked to make attractive displays.
24.	Girl taking picture for advertising	How is this girl working to sell something?
25.	Boxes of toys	Some advertising needs to be printed over and over....and be exciting to look at
26.	Boy painting picture	Gary might like this part of selling the best, because he likes to paint and draw now.
27.	Girl with candy scale	To sell things in stores, you should know how numbers work. Connie has to weigh candy in a scale.
28.	Children weighing things.	You probably know how to do some things like this right now.
29.	Two boys at counter	You also need to know how to handle money; you do this sometimes now.

30.	Woman at cash register	But you would be handling the money of many different people.
31.	Woman stocking shelves	Sales clerks must keep their materials in order.
32.	Boy returning book to shelf	Just like you do in school.....
33.	Man checking toy shelf	Sales people need to keep track of the many different kinds of things they sell.
34.	Decorating post	Sometimes the sales people will pitch in and help decorate for a holiday.
35.	Hickory Farms entrance	But most of all, a sales person needs to meet and talk to people.
36.	Small child with toy	Young people
37.	Older couple in store	Older people
38.	Customer trying on wigs	All kinds of people -- to find out their interests and needs.
39.	Candy story	Sometimes in person, and
40.	Television salesman on telephone	And sometimes over the telephone
41.	Three boys in class, talking	You get a chance to see what it feels like when you explain how to do something to a friend.
42.	Girl standing and sharing something	Or when you tell about a book to your class.
43.	Saleswoman with package	Sales persons have to know how things work to tell others.
44.	Truck at delivery door	Of course, in all of the items you see in stores have to be delivered.
45.	Man unloading package.	and unloaded -- and that takes more people.
46.	Salesperson handing package to customer	In many selling occupations, people have to be on their feet a long time.
47.	boys reading	And they need to read information about their product, like you read to find out new information.
48.	department store floor scene	In selling, you could work in many different places -- large
49.	beauty salon sales	and small.

50.	Man at cash register	Sales people are usually paid in one of two ways.
51.	Clock with $2.50 per hour	Either for the number of hours they work, for example $2.50 for every hour.
52.	"Commission"	Or by commission. This means that they get a little bit of money for each thing they sell.
53.	Girl with hand in air	Have you ever sold something?
54.	"Sales"	You might enjoy working in sales someday.
55.	Toy store	So no matter what you like dresses or toys
56.	Children talking	If you like people
57.	Girl watering plant	and taking care of things.
58.	"Employees only" door	You might enjoy working in sales and going through this "employees only" door.
59.	"What about you?"	What about you?
60.	?	How could you get acquainted with sales jobs?
61.	Fountain and window display	Who knows, someday it may be you that will work in this shopping center or make this display.....

PEOPLE POWER.....

This presentation was prepared by Project EVA - Early Vocational Awareness, through the Highline School District, P.O. Box 66100, Seattle, Washington. The Project was funded under Part D, Vocational Education Act of 1963 through the Coordinating Council for Occupational Education, Olympia, Washington. This series of 61 - 35 mm slides portrays a variety of occupations in the PERSONAL SERVICE occupational cluster and relates children's activities to these occupations. The primary grades, especially grades 1 and 2 are the target audience.

* *

#	PICTURE	NARRATION
1.	PEOPLE POWER	Title
2.	Girl combing hair	People care about themselves
3.	Manicurist	How they look and feel
4.	Boy with puppy	And they care about things they like a lot.
5.	"Personal Service"	Sometimes we're too busy, or need special help from people who work in "Personal Service" jobs.
6.	Pet Shop - outside	One type of personal service is helping us with our pets. Maybe it starts with going to a
7.	Pet shop - inside	pet shop.....t he owner likes animals and likes meeting people.
8.	cage with a dog	If we look around inside, we see how he keeps the animals safe.
9.	Rows of cages	He needs to keep the cages clean for the animals.
10.	Owner selling pet supplies to boy	A person working here meets people every day. He gives advice and sells supplies.
11.	Boy with puppy	So you can take care of your new puppy.
12.	Veterinary hospital-outside	One person you may know about is the veterinarian. The veterinarian...is a doctor for animals

13.	Inside hospital	Inside this veterinarian's office is like a doctor's office.
14.	Inside hospital equipment	And he uses some of the same equipment.
15.	Dog getting vaccinated	Even Charlie needs a shot now and then.
16.		Most veterinarians have assistants to keep records and appointments.
17.	Vet on telephone	Besides working with animals, the veterinarian has to talk with their owners.
18.	Trim-Away shop	Some people take their animals to a shop that trims and cuts their hair.
19.	Girl looking in mirror	But taking care of animals is just ONE part of personal service. Personal means you.
20.	Personal Service Title	That's why these jobs are called PERSONAL service.
21.	Barber Shop - outside	If you've ever gone to a barber shop, you know about 1 kind of personal service
22.	Barber	A barber should like working closely with people.
23.		Barbers can be women
24.		or men
25.	Close up - hair cutting	Barbers work with scissors and other tools
26.		That's one barber's tool you know how to use now, isn't it?
27.	Women barbers	Barbers need to stand up for a long time.
28	Beauty Salon - outside	Another related personal service is that of the beautician or cosmetologist.
29.	Beauty Salon - inside	A beautician is concerned with helping people everyday to look their best
30.	Beautician with customer	She needs to work with people everyday.
31.	Male beautician	Beauticians can be men or women, too
32.	Beautician with appointment book	They need to keep record of appointments.

33.	rows of bottles.	Besides working with people, beauticians and barbers need to know what chemicals are good and bad for your hair.
34.	manicurist	Another special job is that of a manicurist. A manicurist works with your hands and nails to keep them looking nice.
35.	manicurist	She looks like she enjoys her work, doesn't she?
36.	manicurist	It takes a friendly person to like this job.
37.	"What About YOU?" title	What about you?
38.	"?" title	Do you think you would like working in a personal service job?
39.		One personal service job young people have is baby sitting.
40.	Boy painting	If you enjoy making things look attractive -
41.	Close up of hair cutting	and you like being with other people....
42.	Group of children	And helping them,
43.	Girl combing hair	You might enjoy working in a personal service job someday

LET'S GET TOGETHER.....

This slide presentation of 35 mm. slides was produced by Project EVA - Early Vocational Awareness, under the auspices of Highline School District. The Project was funded by Part D - Vocational Education Act of 1963 through the Coordinating Council for Occupational Education.

The slides portray occupations in the HOSPITALITY area and attempt to relate children's activities to these jobs.

* *

#	PICTURE	NARRATION
1.	LET'S GET TOGETHER (Title)	Title
2.	Children's class party	It's usually fun to have company.
3.	Girl cleaning	And there's lots of getting ready to do.
4.	Large group of people in street	But did you know that many men and women work all the time "getting ready for visitors."
5.	Plane	Everyday we get visitors who need to eat and live here for a short time. Some are people on vacation and some are here on business.
6.	Hyatt House	People who work in motels and hotels get ready for these visitors.
7.	Outside Holiday Inn	Their job is getting ready for company all the time.
8.	"Hospitality" Title	These people work in the HOSPITALITY industry. What does HOSPITALITY mean?
9.	Family in restaurant	Even those of us that live here go out for a special evening and we are the "company" a restaurant has.
10.	Children cooking	When you have worked, cleaning, preparing food, or sending invitations your work has been like that of a hospitality workers.
11.	Reservation desk with woman	In hotels, someone needs to keep track of empty and full rooms -- and which room is yours. These are.....

12.	Man at desk using telephone	the reservation people. They meet people and use equipment like telephones.
13.	Women in office	others work in offices -- charging customers and typing reservations.
14.	Chef preparing food	Preparing food is another part of the hospitality industry.
15.	Boy cleaning room	Hotel rooms need to be cleaned, too and that takes more people.
16.	Hotel room	houseworkers might make a hundred beds in a day.
17.	Porter changing sign	One special job is that of a porter. He helps people with their luggage and helps get rooms ready for meeting.
18.	Chef in front of oven	The restaurant part of this industry has many special workers. A chef runs the kitchen and orders supplies.
19.	Food display	Sometimes he might have to put on a special display of food like this.
20.	waiter-waitress in restaurant	A waiter or waitress might take an order and bring it to a customer.
21.	dishwashing	And someone needs to wash the dishes. In a large restaurant, they would have special equipment to help them.
22.	Chef with knife	In fact most people working in the kitchen need to handle tools and equipment.
23.	Occupational Skills Center - Foods.	Men and women who work here learn in special schools.
24.	O.S.C. - Foods	So they can learn to prepare good food.
25.	Rental Car sign	Around an airport there are other people who can help visitors like the people who rent cars.
26.	Children racing	The hospitality industry also includes men and women who help visitors enjoy themselves. Like leading games .....
27.	Children in woods setting	or helping campers.....
28.	Sand mold making	or teach crafts.....

29.	Two boys playing	How can you learn what its like to work in part of the hospitality industry. One way is by helping younger children.
30.	Steaks on grill	or helping to prepare food.
31.	Boy with tools	Or learning a special craft you can show others.
32.	Group of children with chef's hat	or planning a party in your class.
33.	"Black Angus"	You can also learn by looking and asking when you visit a restaurant.
34.	"LIBRARY" Title	Sometimes library workers are part of the hospitality industry. This is one job you know about isn't it?
35.	Story telling	Librarians might tell stories
36.	Library desk	or check out books
37.	Girl with book	Helping people find things is an important part of this job, too.
38.	Library assistant	Sometimes people in school can be library assistants and get a real feeling of what a librarian's job is like.
39.	Girl on telephone	If you would like talking to people and keeping records.
40.	Girl in classroom	Like this girl.
41.	Children in chef's hat	or working with food.
42.	motel room	or keeping rooms clean and neat.
43.	Hyatt House (outside)	You might enjoy being a part of the hospitality industry.
44.	Boy alone at desk	What about you?
45.	Children on gym equipment	Who knows.....one day you may be playing here.
46.	Hotel	And one day you may be working here at the top of a large hotel.....

76 SERIES TITLE · Anyone Can Try (1)

5-6

PICTURE	NARRATION
TITLE 1	
GROUP OF GIRLS 2	This slide series is mainly about girls
An industrial arts activity with girls 3	And its about doing things
Boys - sports 4	You know, the word ALL is a funny word. People sometimes use it to say things like "all boys like sports"
Girl cooking 5	or ALL girls can cook
lone child 6	even though you know that everybody is different
classroom 7	you can look around your own class room
girl doing back bend 8	and see that the difference in people is in what they can do.....not in who they are

PICTURE	NARRATION
jumprope 9	you don't really expect that boy to jump higher just because he's a boy. Maybe he can and maybe he can't
girl in the kitchen 10	girls have had a special problem though. For a long time people thought all girls should
iron 11	learn the same things. And then they taught them to. Some of the same people then said, "See, girls are meant to iron."
house 12	Little girls were expected to play house
toy store 13	and pick out dolls.....and be nice, quiet and lady like
girl on bars 14	Except not all girls feel that way. No one told Becky she wasn't good at climbing
housewife 15	When girls grew up, people thought most should be housewives
secretary 16	and if they did work, it was only in a few jobs like being a secretary

PICTURE	NARRATION
BEAUTICIAN 17	or a beautician
nurse 18	or maybe a nurse
mechanic 19	people expected the same thing of boys too, but they gave boys more choices. For instance, all boys were supposed to be good mechanics
construction 20	or construction workers
climbing gym 21	if you think about it, its just a bit silly to expect all girls or boys to be a certain way.
girl kicking ball 22	you know, that one certain girl might kick a ball better
boy kicking a ball 23	than one certain boy.
boy with sewing machine 24	We know that boys can operate a sewing machine

PICTURE	NARRATION
boys cooking 25	We know that boys can operate a sewing machine
chef 26	in fact, most chefs are men, right now, in large restaurants
OSC - girl in layout photo 27	and women can be photographers
girls sawing 28	but people have to believe they can learn by trying something new
boy painting 29	maybe a boy would rather paint
boy - guitar 30	or play a guitar
boy - tools 31	than to learn to use a hammer
group of girls 32	the difference is you. Your own special interests and your own special skills

SERIES TITLE ANYONE CAN TRY

(5)

PICTURE	NARRATION
jump rope 33	But you need to try things to see if you can get as far up as you want
girl - building 34	maybe by making or building something
girl - press 35	or learning about something now and something new about yourself
girl - outside 36	maybe you are a girl who would rather be outside than inside. You need to find out
shoe sales 37	or maybe you like working with people
girl - carpenter 38	or perhaps you would rather work with equipment and materials
beautician 39	and not like everyone else
boy = scientist 40	maybe you'd like to be a scientist

PICTURED	NARRATION
orchestra leader 41	or a band director
french horn 42	or a french horn player
plane 43	or a pilot
girl 44	the choice is up to you - not because you are a girl
dancing 45	but because of what you can do
little girl 46	who knows, if no one tells this little girl what she's not supposed to learn
computer 47	maybe someday she WILL BE operating this computer or maybe
astronauts on moon 48	the next steps on the moon will be hers

SECTION I. THE COMMUNITY

The Highline School District is a major suburban community of Seattle with an estimated population of 129,000 residents. The area has rapidly evolved from an agrarian economy into a major suburban center over the last two decades. Only one high school served the community until 1957, when a second high school was opened. Subsequent to that time, and prior to 1964, three additional high schools were opened to meet the needs of a rapidly growing population.

The Highline District is situated south of Seattle, encompassing an area from the Seattle city limits on the north to South 252nd Street on the south, and from Military Road on the east to Puget Sound on the west. The district serves an area of approximately 35 square miles, which is the most densely populated suburban community in the state of Washington. There is an approximate population of 3,700 people per square mile. The Seattle-Tacoma International Airport is situated within the confines of the district.

The economic base of the residents of the Highline District ranges from lower-upper class homes in distinct areas to a large area of lower-class homes on the northern perimeter of the district. Approximately 21% of the students presently in the schools come from homes which meet the poverty criteria as outlined by the Office of Economic Opportunity. The preponderance of remaining students come from either blue-collar or middle-class and professional homes, and apparently make an attempt to continue their education beyond high school, as follow-up studies have indicated that approximately 60% of the graduating high school students from the Highline District enter either a junior college or a four-year college.

The economic trend in the area was one of stable growth for more than 20 years until the economic recession began with employment layoffs at the Boeing Company, the area's largest employer. A majority of the workers in the Highline District were employees of Boeing, and this reduction in the work force has seriously affected the economic situation for a large number of the residents within the Highline area, to the extent that present unemployment comprises approximately 17% of the available work force.

The major social characteristic of the area at this time is a depressed economy which is having a resounding impact on the already retarded growth of tax-supported community facilities. The Highline District encompasses only two incorporated communities, Normandy

Park and Des Moines, and a portion of a third, Kent. The major portion of the district is unincorporated, although it includes two major geographic centers, White Center and Burien.

The location of the community, adjacent to the metropolitan city of Seattle, does facilitate an opportunity for Highline District teachers and administrators to further their educational training--an opportunity utilized by approximately 70% of the 1354 certificated employees over the past two years. Within a 15-mile radius of the district may be found a variety of undergraduate, fifth-year, graduate, in-service and general interest offerings at a number of institutions of higher learning:

University of Washington
Seattle University
Seattle Pacific College

Highline Community College
Seattle Community College
Shoreline Community College
Bellevue Community College

Central Washington State College (In-service and Extension Courses)
Western Washington State College (In-service and Extension Courses)

The nearness of these higher education institutions also provides an opportunity for their students to come into the Highline Schools for September experience, practicum work and student teaching assignments. Field representatives from these institutions spend considerable time within the district, and are in a position to advise teachers where training and coursework which they seek can be obtained. They are also in a position to advise persons on their respective campuses where to go to see educational programs of interest which are being implemented within the district. This broad two-way communication has aided in the diffusion of other Title III ESEA programs, particularly Occupational Versatility. Summarily, the community's location may be termed educationally advantageous.

SECTION II. THE SCHOOL SYSTEM

The Highline School District is the fourth largest school system in the State of Washington, with 26,481 students enrolled as of December 1, 1972. The staff is composed of 1,354 certificated professionals, 982 classified personnel, and 128 teacher aides, crosswalk guards, and other employees.

A declining economic and employment picture, as well as a declining birth rate, has had the effect of causing a 7.8 percent decline in student population over the past three years, while the concurrent dropout rate has remained at about 4 percent.

The Highline District has 33 elementary schools, 9 junior high schools, 5 senior high schools, 1 area vocational school, and 2 special education facilities. There are also 6 private elementary schools and 2 private secondary schools in the area. The district has an assessed valuation of $11,200 per student.

The average yearly cost of education per pupil in the district was $823 during the 1971-72 school year. This is a figure considerably above the statewide cost per pupil of $741.13 during the same period, and is indicative of the support which has been expressed by the voters of the Highline School District. Since 1951, there have been only two levy failures, one of which failed for lack of voter turnout even though it had an 87% favorable vote. Both levies passed easily when re-submitted to the voters, with the favorable percentages exceeding 86%. During a period of rapidly increasing school enrollment and school costs, the voters of this district have been tremendously supportive of bond and levy measures. During the 1971 fiscal period, the Highline Public Schools operated under a 24.9 mill maintenance and operation levy, which the voters approved by an 83% favorable response at the polls.

In the current unfavorable economic situation, the consituents of the Highline School District have continued to strongly support the efforts of the District to provide quality educational programs for the students. The February 8, 1972, special levy proposition was approved on the first ballot by 68.9%, or 10,702 of the 15,537 citizens voting in the election. Community support for the Highline District has been somewhat more stable than

that experienced by many school districts in Washington State, as SPI Bulletins from the Division of Administration and Finance over the past three years have indicated a definite lessening of community financial support for the schools on a statewide basis.

SPECIAL SCHOOL LEVIES,
MAINTENANCE & OPERATIONS

Year of Collection	Number of Levies Submitted	Percent Approved	Percent Rejected
1971	216	74%	26%
1972	224	69%	31%
1973	249	59%	41%

As may be seen in the above table, ever increasing numbers of Washington State public school districts are failing to receive voter approval of their levies, and building fund and bond issues have fared even worse. All failures occurring in 1972 were due to a less than 60 per cent favorable vote and, of the unsuccessful issues submitted for a second time, the success rate plummeted to only 27 percent on the second attempt, as compared with 83 percent in 1971. In view of this declining local support, the Highline community's continued financial support of their schools assumes added dimensions of importance for maintaining programs which are successfully developed with supplemental funding.

Another positive factor of the Highline School District is the tendency of the certificated staff to continue their professional training during their employment with the district. A comprehensive survey of the 189 certificated staff members in the Tyee service area indicated that 128 (67.7%) had acquired further formal training within the past two years. This figure may even be spuriously low, as it does not include any instances of staff development or in-service training which did not grant college credit at an approved institution of higher learning.

Developmental funding invested in the proposed project would likely bring a good return over the next five years, particularly if the current low rate of staff turnover does not change significantly. This turnover rate was a low 4.46% between the 1970-71 and 1971-72

school years, and a slightly lower 4.02% between the 1971-72 and 1972-73 school years. With the current economic situation being somewhat unfavorable, and with little relief anticipated in the immediate future, staff stability for continued participation in the proposed project appears to be assured.

CURRENT ENROLLMENT FIGURES

Highline Public Schools
District No. 401 - King County

Elementary	Net Enrollment as of December 1, 1972
Angle Lake	284
Beverly Park	279
Boulevard Park	512
Bow Lake	426
Burien Heights	230
Cedarhurst	422
Chelsea Park	293
Crestview	329
Des Moines	534
Gregory Heights	520
Hazel Valley	493
Hilltop	397
Lake Burien	425
Lakeview	238
Madrona	395
Manhattan	403
Marvista	353
Maywood	344
McMicken Heights	411
* Midway	556
Mount View	585
Normandy Park	297
North Hill	457
North Shorewood	195
Parkside	509
Riverton Heights	332
* Salmon Creek	466
Shorewood	464
Southern Heights	380
Sunnydale	549
Sunny Terrace	316
Valley View	257
White Center	513
TOTAL	13,164

* Schools which will be involved in the project.

Section II. (Continued)

	Junior High	Net Enrollment as of December 1, 1972
*	Cascade	835
	Chinook	1,042
	Glendale	493
	Olympic	780
	Pacific	829
	Puget Sound	732
	Seahurst	521
	Sunset	650
	Sylvester	733
	TOTAL	6,615
	High School	
*	Evergreen	1,352
	Glacier	1,002
	Highline	1,392
	Mt. Rainier	1,580
	Tyee	1,011
	TOTAL	6,337
	Special Schools	
	Woodside	225
	Ruth School	31
	Total	256

Non-Public Schools
Highline School District

	Elementary	By Grade Level	Total
*	St. Philomena	1st - 26 2nd - 34 3rd - 28 4th - 34 5th - 20 6th - 34 7th - 28 8th - 30	234
	Secondary		
*	J.F. Kennedy Memorial High School	9th - 241 10th - 239 11th - 236 12th - 221	937
	GRAND TOTAL		26,481

* Schools which will be involved in the project.

PROJECT EVA

EARLY VOCATIONAL AWARENESS

Final Report, Second Year

1972-73

Submitted By:

William W. Cox, Project Director
Highline School District
P.O. Box 66100
Seattle, WA 98166

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PROJECT EVA -- EARLY VOCATIONAL AWARENESS

FINAL REPORT (2nd YEAR) 1972-73

I. OVERVIEW

Project EVA--Early Vocational Awareness, was funded originally by the Coordinating Council for Occupational Education as a pilot project in developing career awareness activities at the elementary school level. The original funding was for the 1971-72 school year. During the 1972-73 school year, additional exemplary, research, and local funding allowed the continuation and expansion of the original concept.

Career Awareness activities are defined as those which influence individuals' perceptions of the world of work, increase skills which contribute to an eventual work role, or increase cognitive awareness of information concerning occupational areas.

As an operating philosophy, this project has operated within the framework of several assumptions. These were:

A. that career activities within the elementary school should be integrative rather than discrete,
B. that both physical activities and abstract concepts are aspects of career education,
C. that increasing a student's positive perception of his or her ability to learn in a specific area increases the range of potential career choice,
D. that early, i.e., elementary school, forced selection of occupational areas is not a valid goal even though some students may begin this selection process at an early age,
E. that the world of work will be changing, and workers will likely deal with more rather than less change in the future,
F. that in spite of increased leisure time, the "anti-work ethic", and individual choice, most boys and girls in the elementary school today will be a part of the work force as adults, and
G. that like other areas of learning, career knowledge is an individual attribute thereby causing a wide range of career awareness at any given grade or age level.

The primary method used to accomplish career awareness objectives has been a series of multi-resource kits which emphasize a particular occupational skill or cluster. Sources of these concepts were the eighteen clusters identified by the Department of Health, Educational and Welfare and the "Data-People-Things" construct of the Dictionary of Occupational Titles. These concepts were selected, integrated with some aspect of the elementary school curriculum, and kits of appropriate materials were developed around these areas. Each kit attempted to include: (1) background material for the teacher, (2) at least one "hands on" or "try it out" type of experience, (3) related audio visual materials, (4) student worksheets, and (5) resource speakers and field trip site suggestions.

Kits were designed over the two years by teacher writing groups and an occupational advisory committee. Two of the kits did not follow the cluster or skill pattern as earlier identified. One kit developed out of several teachers' requests for a set of generalized materials which would provide an overview of occupations for young children. The second atypical kit emphasizes a variety of job roles for women. This kit was created to help compensate for a need to reduce girls' more limited perceptions of available occupational roles. This need was identified, among other sources, in Project EVA's first year of operation.

The rationale for the "kit" system of developing occupational awareness revolved around several considerations. These included:

A. High visiblity necessary to a new curricular emphasis,
B. Accessibility to a greater number of teachers,
C. Availability of an in-district distribution system,
D. Potential of devloping a scope and sequence to major career concepts thus avoiding duplication.

On the following page each kit is listed by title accompanied by the major cluster or skill it represents, the target grade level, a brief listing of contents, and possible curricular areas of integration. This list is intended as an overview. A complete list of kit materials is located in the appendix. The overview does not include student worksheets or audio-visual media.

During the initial phase of the project, utilization of kits was restricted to a small number of classrooms. Over the 1972-73 school year, the kits were available to any interested teacher and are available for the coming school year as well.

KIT TITLE	OCCUPATIONAL AREA OR SKILL	APPROXIMATE GRADE LEVEL	TYPE OF MATERIAL	POSSIBLE
People Who Count	Counting	K-1	Counters, library books	Mathemat
Moving Around	Transportation	K-1	Toy trucks, cars, puzzles	Transpor
Get It While It Lasts	Sales and Distribution	K-1	Store, play money, plastic merchandise, etc.	money, m
Feeling Good	Health	1-2	Transparencies, microscope stethescope	Health
The Letter People	Lettering	1-2	Ink, drawing paper, T-square	Writing,
Build Me a World	Construction	2-3	large wooden gears, nut, bolts, wheels to build with	Simple m building
Mmmmm -- That's Good	Foods	2-3	Large cooking equipment, ditto set on teaching cooking	Foods, h
How Big Is It?	Measurement	2-3	Carpenter square, folding rule, balance scale	mathemat
Let's Get Together	Hospitality	2-3	Party-kit, napkins, plates, decorations, etc.	Any spec etc.
People Power	Personal Services	2-3	Wig, combs, barber equipment	Health,
Who Works?	Occupational Awareness	2-3	Media, books, "I-Want-To-Be Tree"	To intro
Getting the Message	Communications	3-4	Hand-set printing press	writing,
Ocean of Jobs	Marine Science	4-5	Nets, media, net mending, knot board etc.	science,
Button Pushing-Number People	Technical Work	4-5	Cameras, film, developer, etc.	Science,
Telescopes and Test Tubes	Science	4-5	Media (filmstrip), weather station	Science
Making a Million	Manufacturing	5-6	Resin, molds, make placques	Social s Industry
Saving the World	Environmental Control	5-6	Role playing game, and 30 workbooks	Environm
Anyone Can Try!	Girls	5-6	Dremel Power Tool	Teaching router,
Hands - On	Manipulative	5-6	Build-a-House frame to scale, Wood, etc.	Reading
I Run Things Around Here	operating & controlling	5-6	ODYSSEY, electronic game to be attached to TV set, 12 electrical mazes, media (filmstrip)	Science,

ONAL AREA	APPROXIMATE GRADE LEVEL	TYPE OF MATERIAL	POSSIBLE RELATIONSHIPS
	K-1	Counters, library books	Mathematics, counting
tation	K-1	Toy trucks, cars, puzzles	Transportation, how things move
d Distribution	K-1	Store, play money, plastic merchandise, etc.	money, making change, selling etc.
	1-2	Transparencies, microscope stethescope	Health
	1-2	ink, drawing paper, T-square	Writing, making letters
tion	2-3	large wooden gears, nut, bolts, wheels to build with	Simple machines, how things work, building
	2-3	Large cooking equipment, ditto set on teaching cooking	Foods, health, how we get food.
ent	2-3	Carpenter square, folding rule, balance scale	mathematics, using a ruler
ty	2-3	Party-kit, napkins, plates, decorations, etc.	Any special occasion - birthdays, etc.
Services	2-3	Wig, combs, barber equipment	Health, personal care and grooming
nal Awareness	2-3	Media, books, "I-Want-To-Be Tree"	To introduce idea of People at Work
tions	3-4	Hand-set printing press	writing, haiku poem, library
ience	4-5	Nets, media, net mending, knot board etc.	science, seashore
Work	4-5	Cameras, film, developer, etc.	Science, school paper, etc.
	4-5	Media (filmstrip), weather station	Science
ring	5-6	Resin, molds, make placques	Social studies, (Easter U. S.) Industry, etc.
ntal Control	5-6	Role playing game, and 30 workbooks	Environmental, ecology etc.
	5-6	Dremel Power Tool	Teaching common terms as drill press router, etc. on a small scale
ive	5-6	Build-a-House frame to scale, Wood, etc.	Reading directions, blueprint, etc.
& controlling	5-6	ODYSSEY, electronic game to be attached to TV set, 12 electrical mazes, media (filmstrip)	Science, manual skills

II. OBJECTIVES

A. Procedural Objectives

1. to complete at least seven kits beyond the original fourteen.
2. to encourage wider utilization of kits through in-service activities and an effective distribution system.
3. to supply materials to cooperating school districts.
4. to complete and compile teacher a student growth evaluation of each kit.

B. Student Objectives

Student growth was evaluated in relation to kits around the following four objectives:

1. students will be able to name a significantly higher number of occupations.
2. students will be able to select a higher number of correct occupations which exists within an occupational skill or cluster from a list of varied job titles.
3. students will be able to relate, by selecting correct responses, activities common to their age which relate to adult occupational roles.
4. students will indicate a significantly more positive perception of their own ability to learn skills within a given occupational cluster or skill.

The first two objectives describe a cognitive aspect of increased career knowledge. The third encourages students to see relationships between their current activities, e.g., solving a math problem, riding a bicycle, planning a party, and adult roles which demand similar skills. The fourth objective speaks to a more positive self image as it relates to future occupational goals.

During the initial year of Project EVA, evaluation was difficult due to varying objectives for each kit. Further, an affective component which was evaluated through a series of transparencies and response to the question, "Would you like to do this job?" resulted in such high positive response that measureable gain could not be described at the primary age level.

As a result, two major changes in student objectives were attempted during the 1972-73 school year. First, as noted, the same general objectives were identified for each kit so that comparisons could be made. Secondly, the affective portion of the evaluation was related to each specific kit. Rather than ask students if they liked a particular occupation, students were asked, "Do you think you could learn to work in (specific occupational group)?" This approach was consistant with program philosophy in not encouraging early occupational selection. It also was more consistant with learning theory as related to a positive self concept and the effect of the "self fulfilling phrophecy".

EVALUATION

A. Procedural Objectives

1. "to complete at least seven kits....."

   This objective has been completed. Contents of each kit are noted in the appendix. In addition material has been assembled which will be contained in an eighth kit, "Occupational Awareness Overview" for the intermediate grades. This kit will be available for use during the 1973-74 school year. Additions to existing kits were also made during this past year.

2. "to encourage wider utilization of kits through in-service activities and an effective distribution system"

   The following summary of utilization describes a wider utilization of materials. A short description of some activities which created wider use follows the summary.

   a. forty-five Highline staff members have taken Tech. 497d, Career Awareness in the Elementary School instructed by the Project EVA director.
   b. sixty (+) teachers have volunteered to take part in some in-service activity other than the above class, e.g. spring and fall in-service tours, open house, etc.
   c. 115 teachers have requested Project EVA kits.
   d. 67 teachers have used one or more kits in all but two Highline elementary schools.
   e. Kits have been used ninety-five times--assuming an average of 30 students per class, approximately 2,850 students have been involved in Project EVA career education activities.
   f. Seventy (+) teachers have requested additional service such as arranging resource speakers, arranging field trips and supplying audio visual media.

   This utilization was encouraged through several means. A more extensive description of the in-service class is included as a separate section in this report. Other than the in-service class, some of the activities which resulted in wider utilization included:

   a. presenations to principals' groups
   b. grade level meetings with teachers via an "open house"
   c. faculty meeting presentations
   d. encouraging graduates of in-service class to act as change agents
   e. compiling, publishing and distibuting a monthly newsletter (see appendix)
   f. incorporation of Project EVA into an existing science kit distribution system
   g. preparation of two twenty minute video tapes which described available materials--these tapes were aired on Channel 5, Teleprompter TV three consecutive days over two weeks. A separate tape was prepared for each primary and intermediate level

3. " to supply material to cooperating school districts"

Material available in each kit has been made available to the Federal Way and South Central school districts. A series of morning staff meetings was held at Sunnycrest Elementary school in Federal Way to acquaint the teachers with the materials.

The original pilot school in the South Central School District, Duwamish, is closing this year. Most of the staff, including the principal are moving to Southgate Elementary School for the coming year, and it is anticipated that material will be used at that school and expanded at local expense where needed.

4. " to complete and compile teacher opinion and student growth evaluation of each kit:

As the information relating to this objective is rather lengthy, it has been completed as described and is the next section of this report. Section B" Student Objectives will be evaluated in this next section.

B. Teacher Opinion

A teacher opinion response sheet was included with each kit. This single page questionnaire asked the following questions.

1. Which kit did you?

2. How would you rate student interest in the material (high-medium-low)

3. What changes or additional items would you recommend for this kit? (open end)

4. Did this kit help you to convey career information to students
yes_____somewhat_____no_____

5. What other activities did you carry out relating to career education in association with these materials. (open end)

6. (In) what other occupational areas or skills would you like to have materials available.

Fifty-eight response sheets were collected. The information from these sheet follows:

Question #2: (rating of student interest)

High 41	Medium 11	Low 5
% =72%	%=19%	%=9%

Question #4: (did kit help to convey career information.....)

Yes 33	Somewhat 20	No 5
%=57%	%=35%	%=8%

Question #3: (suggestions or additions for change. Teacher comment -

(5) 1. Needing additional instructions for kits.
(6) 2. Needing more teacher guide material
(10) 3. New item suggested
(2) 4. Missing items (incomplete)
(4) 5. More media
(4) 6. More library books
(1) 7. More local resource people
(4) 8. Need more time with kit.
(1) 9. Need more items (duplicate)
(1) 10. More test copies
(2) 11. Checklist of -
(1) 12. Relate plastics and disposal problem
(1) 13. Additional safety instructions
(3) 14. "Mechanical" problems (communication)

Question #5: What other activities did you carry out other than kit material?

(5) Resource Speakers
(2) murals
(2) Made booklets (notebooks)
(1) looked in newspapers for words related to jobs
(4) role playing
(5) creative writing
(1) made items to be sold in jobs
(15) discussions
(1) films
(1) book covers
(5) varied art projects
(1) math problems
(1) building duplicate store
(1) posters
(1) panels
(2) related TV programs
(2) hosted
(2) reports
(1) interviews
(3) games

C. Student Growth

1. Procedures

While growth in career awareness can be described in a variety of aspects, four components were used to evaluate student growth. These four components were prepared in the form of a pre and post test and administered in conjunction with the use of each kit. The four componenets were

* knowledge of job titles within a specific occupational cluster or skill category.

* selecting correct job titles within own occupational cluster or skill category from a list of varied occupations.

* relating, by selecting appropriate activities, familiar skills with adult occupations.

* demonstrating a more positive perception of his or her ability to learn within a specific occupational cluster or skill category as evidenced on a rating scale.

Each test, therefore, asked students to list job titles, select occupations, select related activities, and indicate their perception of their ability. Two samples have been included to demonstrate this procedure. (See appendix)

Primary (K/3) and intermediate (4/6) grades were treated in a different manner due to the reading skills characteristic of these age groupings.

Primary Grades Procedure

Question 1: Primary teachers asked students to suggest job titles. These were written on the board and talleyed (pre and post).

Question 2 and 3: Primary teachers recorded the number of hands raised on specific matching items.

Question 4: Three faces (happy, neutral, sad) were distributed to each student. The question, "Do you think you could learn to work in _____" was read. Students responded by marking the appropriate response.

Because the teachers did the initial tallying and, except for question 4 the data from each class was reported as a group. Therefore gains are reported as differences in means.

Intermediate Grades Procedure

Within grades four, five and six each student completed an individual response form. Question 4 (attitude) was shifted to a five point scale. As individual responses were collected, gains are reported both as difference in means and degrees of significance.

2. Method of reporting

On the following pages, each kit has been treated independantly. Student responses have been identified and compared with pre-test scores. A "control" was established for several kits by having students in a non-participating classroom completing the test. In most cases there was no significant difference between pre-test scores in participating classrooms and control groups. Where a difference existed, this has been noted.

In several instances, participating teachers completed a post-test only. Where this occurred, comparisons were made with either a control group or mean pre-test scores from other schools, whichever was higher.

At the end of each kit, a brief summary statement appears. A summation of the "in toto" effect is included following the listing of each kit.

A brief statement of the question asked of students is included in each kit report for ease in relating to the original student objectives.

Primary

Kit "People Power - Personal Service"

Question 1: "Have students list job titles in the personal service industry."

	Pre test	post test	increase
Sunnydale (1)	20	22	+2
Sunnydale (2)	18	23	+5
Angle Lake	10	15	+5
Means	16	20	+4

Question 2: Selecting Occupations from list of varied job titles (# correct)

	Barber		Pet Store	
	Pre	Post	Pre	Post
Sunnydale (1)	26	25	19	29
Sunnydale (2)	19	29	26	29
Angle Lake	21		11	
Means	22	27	18.6	29

Mean totals: Pre test 20.3; Post test 28; Gain 7.7 correct responses

Question 3: Relating common activities to personal service occupations

	Combing hair		Feeding dog		Talking with a friend	
	pre	post	pre	post	pre	post
Sunnydale (1)	2	4	8	16	15	15
Sunnydale (2)	11	18	17	15	6	9
Angle Lake	15		8		8	
Means	9.33	11	11	15.5	9.66	12

Mean totals: pre test 29.9; post test 38.5; gain +8.6

Question 4: Do you think you could learn to work in a personal service occupation?

	Yes	maybe	no	yes	maybe	no
Sunnydale (1)	17	10	4	24	5	3
Sunnydale (2)	23	5	3	25	6	1
Angle Lake	15	6	3	-	-	-
n=	55	21	10	49	11	4
%=	64%	35%	11%	77%	17%	6%

Summary Statement

Students appear to have made gains in the four components examined. The least gain is noticed in selecting occupations. There was both an increase (13%) in positive responses on item 4, and a decrease (5%) in negative responses. This kit received less use than some others, perhaps due to the unfamiliarity of teachers, or difficulty on seeing its relation to current curricular areas.

PRIMARY

Kit Moving Around - transportation industry

Question 1: Have students list jobs they know in the transportation industry

	Pre	Post	Gain
Sunny Terrace	12	15	3
Normandy Pk.	9	13	4
Crestview	7	-	-
Mean	9.33	14	+4.66

Question 2: Selecting appropriate job titles from a list of occupational titles

	Car dealer		auto mechanic		bus driver	
	pre	post	pre	post	pre	post
Sunny terrace	1	5	1	4	5	6
Normandy Pk.	2	5	8	15	11	15
Crestview	3	-	8	-	10	
Mean	2	5	5.66	9.5	8.66	10.5

Total of mean		
Pre test	16.32	(mean 5.44)
Post Test	25.0	8.33
Gain	+8.68	+2.89

Question 3: Relating common activities to occupational roles

	Riding a bike		Riding on a bus		Giving directions	
	pre	post	pre	post	pre	post
Sunny Terrace	4	15	15	20	2	6
Normandy Pk.	14	14	11	18	4	9
Crestview	10	-	12	-	3	-
Mean	9.33	14.5	13	19	3	7.5

Total of means		
Pre test	25.33	(mean 8.44)
Post test	41.0	mean 13.66
Gain	15.67	+5.22

Question 4: Do you think you could learn to work in the transportation industry?

	Pre test			post test		
	yes	maybe	no	yes	maybe	no
Sunnyterrace	6	3	12	8	6	2
Normandy Pk.	11	10	2	15	6	2
Crestview	9	11	2	-	-	-
n=	26	24	16	23	12	4
%=	40%	36%	24%	59%	31%	10%

Summary Statement:

Students appear to have made progress in each of the four areas of career awareness. The most gain was demonstrated in attitude and in relating common activities to occupational role. To a lesser extent some degree of gain appears in selecting job titles and listing job titles.

Kit : Build Me A World (construction occupations)

Question 1: Have students list jobs in construction that they know.

	Pre test	Post test	Gain
White Center	0*	5	5
Des Moines	4	15	10
Gregory Hts.	-	4	-
Means	2	8	6

Question 2: Select appropriate occupations from a list of varied job titles

	Engineer		plumber		auto mechanic		carpenter	
	pre	post	pre	post	pre	post	pre	post
White Center	0	0	2	0	2	3	10	11
Des Moines	3	8	4	4	5	11	13	19
Gregory Hts.	-	7	-	0	-	5	-	21
Mean	1.5	7.5	3	1.3	3.5	9.5	11.5	.7

	Surveyor		electrical technician		foreman	
	pre	post	pre	post	pre	post
White Center	0	0	6	9	0	0
Des Moines	3	6	2	12	8	11
Gregory Hts.	-	6	-	0	-	0
Mean	1.5	4	4	7	4	3.66

Total of Means			
	Pre test	29.0	(mean 4.14)
	Post test	49.9	(mean 7.12)
	Gain	20.9	(mean 2.98)

Question 3: Relating common activities to occupational roles

	Making a model		using a ruler		making signs		using a saw	
	pre	post	pre	post	pre	post	pre	post
White Center	0	5	9	15	0	3	10	15
Des Moines	5	9	7	15	2	1	12	18
Gregory Hts.	-	yes		no	-	yes	-	yes
Mean	2.5	7	8	15	1	2	11	16.5

	Making a bird house		Making a puppet	
	pre	post	pre	post
White Center	10	10	0	2
Des Moines	11	19	6	8
Gregory Hts.	-	yes	-	yes
Mean	10.5	14.5	3	5

Total of Means			
	Pre test	36	mean 6
	Post test	60	10
	Gain	+24	4

Question 4: Do you think you could learn to work building things?

	Pre			Post		
	yes	maybe	no	yes	maybe	no
White Center	15	2	5	23	0	4
Des Moines	12	9	3	15	8	2
Greg. Hts.	-	-	-	-	-	-
n=	27	11	8	38	8	6
%=	60%	24%	16%	73%	15%	11%

Summary statement:

Students appear to have made gains in the four areas of concern. While two specific occupations (foreman and surveyor) did not receive increased selection, the total of occupations did increase. Of the four componenets, #1 (listing job titles) was least conclusive and #3 and #4 indicated the greatest knowledge.

PRIMARY

Kit "Let's Get Together" Hospitality Industry

Question 1: "Have students name job titles."

	Pre test	post test	increase
Crestview (1)	5	12	7
Crestview (2)	6	15	9
Sunnydale	26	32	6
Madrona	19	20	1
Des Moines (control)	12	-	-
Means	14	19.75	+5.75

Question 2: Selecting related occupations from list (#correct responses)

	Secretary		Clerk		Car rental	
	Pre	post	pre	post	pre	post
Crestview	10	17	1	4	0	0
Sunnydale	25	26	25	24	1	19
Madrona	8	9	12	15	13	7
Des Moines (cont)	5		12	-	3	-
Means	12	14	12.50	14.33	4.25	8.66

Mean Total	
Pre test	28.75
Post test	40.99
Gain	+12.24

Question 3: Relating common activities to occupational roles (#correct responses)

	Giving Directions		Singing		Talking with a friend		Selling Candy	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Crestview	10	3	7	18	2	6	2	0
Sunnydale	20	24	13	15	23	23	18	20
Madrona	2	11	4	14	18	20	19	20
Des Moines (cont)	13	-	4	-	9	-	15	-
Means	11.25	12.66	7	15.65	13	16.33	13.50	13.33

Mean Total	
Pre test	44.75
Post test	57.97
Gain	+13.22

Question 4: Do you think you could learn to work in a hospitality and recreation occupation?

	Pre test			Post test		
	yes	maybe	no	yes	maybe	no
Crestview	16	3	1	17	3	0
Sunnydale	10	15	1	12	13	0
Cedarhurst	20	4	2	23	3	0
Madrona	did not pre test			10	7	1
Maywood	7	11	4	did not post test		
Des Moines (cont)	8	12	3	-	-	-
n	61	45	11	62	23	1
	52%	38%	10%	72%	27%	1%

"Let's Get Together" Summary statement:

Students appear to have made gains in their knowledge of job titles and attitudes toward their abilities. To a lesser extent, increases also show in selecting occupations and relating activities. Schools were, for the most part, consistent. Higher pre and post scores for Sunnydale may reflect prior use of career materials, a unit on occupations, and current career interest (puppets) in classroom.

Primary

Kit - The Letter People - lettering

Question 1: Have students list job titles in which lettering skill is needed

	Pre	Post	Gain
Burien Heights	3	6	+3
Mt. View	2	5	+3
Mean	2.5	5.5	+3

Question 2: Selecting appropriate occupations from a list of varied titles

	Teacher		Secretary		sign maker		engineer	
	pre	post	pre	post	pre	post	pre	post
Burien Hts.	21	24	22	24	22	24	18	24
Mt. View	yes	yes	yes	yes	yes	yes	no	yes

Pre test	83
Post test	96
Gain	+13

Question 3: Relating common activities to occupational roles

	Penmanship		Using a ruler		Using paint and ink		Making signs	
	pre	post	pre	post	pre	post	pre	post
Burien Hts.	20	23	7	21	13	20	20	24
Mt. View	yes	yes	no	yes	no	yes	yes	yes

Pre test	60
Post test	88
Gain	+28

Question 4: Do you think you could learn to use lettering on a job?

	Pre test			Post test		
	yes	maybe	no	yes	maybe	no
Burien Hts.	10	9	3	12	11	1
Mt. View	were summarized					
%	46%	41%	13%	50%	46%	4%

Summary statement:

This kit was used four times. Of the four-two teachers completed the pre and post tests, however one summarized data. In the single class which completed all phases, there appeared to be gains in all four areas of concern. Further evaluation will be necessary to substantiate this degree of succe.s.

Primary

Kit "Get It While It Lasts" (Sales and Distribution)

Question 1: "Have students name job titles in sales....."

	Pre test	Post test	Increase
White Center	13	17	4
Southern Heights	9	23	14
Des Moines	14	21	7
Means	12	20.33	+8.33

Question 2: Selecting Sales occupations from list of varied job titles

	Car dealer		shoe fitter		supermarket checker		clerk	
	pre	post	pre	post	pre	post	pre	post
White Center	11	14	20	16	16	16	17	17
Southern Hts.	15	22	17	16	16	22	17	17
*Des Moines	yes	yes	no	yes	yes	yes	yes	yes
Means	13.50	18	18.50	16	16	19	17	17

Mean Totals Pre test 65
Post test 70
Gain +5.00

Question 3: Relating common activities to occupational roles

	Writing a story		Giving Directions		Selling Candy		Talking with a friend	
	pre	post	pre	post	pre	post	pre	post
White Center	3	14	0	12	17	17	3	7
Southern Hts.	1	6	5	14	12	17	1	11
Des Moines	no	no	no	yes	yes	yes	no	yes
Mean	2	10	2.50	13	14.5	17	2	9

Mean totals Pre test 31.0
Post test 49.0
Gain +18.0 Correct responses.

Question 4: Do you think you could learn to work in a sales and distribution occupation?

	pre test			post test		
	yes	maybe	no	yes	maybe	no
White Center	15	6	3	21	4	1
Southern Hts.	14	5	2	20	1	2
Des Moines	17	9	7	-	-	-
n	46	20	7	41	5	3

Summary statement: Students appear to have made gains in (1) their knowledge of job titles, (3) their ability to relate their own activities to adult roles and (4) in their attitude toward their own ability. The students indicated little or no gain in (2) selecting occupations from a list. Perhaps the familiarity of sales occupations caused high pre-test scores in this area.

Primary

Kit Feeling Good - Health Occupation

Question 1: Have students list occupational titles in health industry.

	pre test	post test	increase
Cedarhurst	5	14	9
Southern Hts.	6	10	4
Madrona	5	-	-
Means	5.33	12	+6.50

Question 2: Selecting related occupations from list of varied titles

	Nurse		Technician		Dishwasher		X-ray		Computer	
	pre	post	pre	post	pre	post	pre	post	pre	post
Cedarhurst	yes	yes	no	yes	no	yes	yes	yes	no	yes
Southern Hts.	23	23	8	12	0	4	21	23	5	14
Madrona	22	-	11	-	6	-	22	-	7	-
Means	22.5	23	9.5	12	3	4	21.5	23	6	14

Mean Totals
Pre test 12.5
Post test 15.2
Gain + 2.7

Question 3: Relating common activities to adult roles

	Helping a friend		Using a microscope		Putting on a bandage		being careful		Keeping track of things	
	pre	post	pre	post	pre	post	pre	post	pre	post
Cedarhurst	yes	yes	yes	yes	yes	yes	yes	yes	no	yes
So. Heights	10	15	12	20	23	21	12	17	5	11
Madrona	yes	-	yes	-	yes	-	yes	-	no	-
Means	10	15	12	20	23	21	12	17	5	11

Mean Totals
Pre test 12.5
Post test 16.8
Gain +4.3 mean responses

Question 4: Do you think you could learn to work in a health occupation?

	Pre test			Post test		
	yes	maybe	no	yes	maybe	no
Cedarhurst	10	0	21	16	8	3
So. Hts.	15	6	2	18	5	0
Madrona	14	8	0	-	-	-
n	39	14	23	34	13	3
%	52%	18%	30%	60%	26%	6%

Summary Statement

Although some gain appears, the misinterpretation in response reduced the number of responses. In several cases the results were summarized by the teacher and reported "yes" or "no". These were reported, but were not included in mean totals. Questions #1 and #4 provided the clearest evidence of achievement.

Primary

Kit "How Big Is It" Measurement Skills

Question 1: "Have students list the jobs they know that involve measurement."

	Pre test	Post test	Gain
Southern Heights	15	21	+6
Des Moines	12	15	+3
Crestview	13		
Means	13.3	18	+4.7

Question 2: Selecting appropriate occupations from a varied list of titles.

Note: Due to the high number of potentially correct responses, information is reported as gains in total correct answers, rather than separately. This pattern is also used in the intermediate section where individual student responses were collected.

	Pre test	Post test	Gain in mean coorect
Southern Heights	6.5	8.4	+1.9
Des Moines	7.2	8.7	+1.5
Crestview	7.0	--	
Means	6.9	8.6	+1.7

Question 3: Relating common activities to adult occupational roles.

	Using a ruler		Weighing Yourself		Making a birdhouse	
	Pre	Post	Pre	Post	Pre	Post
Southern Heights	18	17	11	16	12	17
Des Moines	17	20	15	19	16	18
Crestview	14		10		17	
Means	13	18.5	12	17.5	15	17.5
Gains in means	+5.5		+5.5		+2.5	

Question 4: "Do you think you could learn to use measuring skills in a job?"

	Pre test			Post test		
	yes	maybe	no	yes	maybe	no
S. Heights	14	7	3	13	7	1
Des Moines	11	11	1	12	10	0
Crestview	13	9	2	-	-	-
n	38	27	6	25	17	1
%	54%	38%	8%	58%	39%	2%

Summary statement:

Students appear to have made gains in relation to objective #1 (job titles) and #3 (relating activities). Gains were less than on other kits. On at least two occasions, the kit came back to the project office unused. Feedback from teachers indicated difficulty in relating the types of material to the curriculum. As this area is certainly one of occupational relationship, further activities or assistance to the teachers could be provided. A slight change in attitude response (Question #4) was noted, but not to the degree observed in other primary responses.

INTERMEDIATE

Kit - Making a Million - Manufacturing

Question 1: List the jobs you know in the manufacturing industry

	Mean responses pre	post	difference	sig. level
Shorewood	1.58	3.38	d=1.80	.01
Manhattan	1.48	3.27	d=1.79	.01
McMicken	1.19	2.54	d=1.35	.05
Crestview	2.38	2.50	d= .12	ns

Question 2: Selecting the appropriate job titles from 30 varied occupations (# correct)

	Mean responses pre	post	difference	sig. level
Shorewood	5.15	5.28	d=.13	ns
Manhattan	2.32	2.35	.03	ns
McMicken	2.58	4.00	1.42	.01
Crestview	3.33	4.44	1.11	ns

Question 3: Relating common activities to adult occupations

	Mean responses pre	post	difference	sig. level
Shorewood	2.38	3.56	1.18	.01
McMicken	1.81	2.67	.86	.05
Crestview	2.54	2.56	.02	ns

Question 4: Do you think you could learn to work in a manufacturing industry?

	Pre Yes 5	4	3	2	No 1	Post Yes 5	4	3	2	No 1
Shorewood										
Girls	1	3	2	3	2	4	1	4	0	2
Boys	1	4	3	3	3	4	5	3	2	1
Manhattan										
Girls	4	2	8	1	3	4	3	7	1	1
Boys	5	3	5	0	0	4	1	6	0	0
Crestview										
Girls	2	2	6	1	1	3	5	2	2	0
Boys	7	3	0	0	1	4	4	2	1	3
McMicken										
Girls) Boys)	4	15	8	2	2	8	7	4	1	1
Total										
Girls	7	7	16	5	6	11	8	13	3	3
	17%	17%	38%	12%	14%	29%	21%	34%	8%	8%
Boys	13	10	8	3	4	12	10	11	3	1
	34%	26%	21%	8%	11%	33%	37%	20%	8%	2%
Total	24	32	32	10	12	31	25	28	7	5

	% positive Pre	Post	% negative Pre	Post
Girls	34%	50%	26%	16%
Boys	60%	70%	19%	10%

Making a Million Summary statement:

Students participation in this activity appear, on a school basis, to have made significant gains about career awareness. It is interesting to note that the most extensive use, ie. speakers, bulletin boards, etc. occurred in the school that made the most significant progress. On item #2, selecting job titles the least evidence appears. Only one school made significant gain. The potential vagueness of jobs in manufacturing seemed to contribute.
Girls made more gain in their attitude toward their own potential.

Intermediate

Kit - "I Run Things Around Here" - operating/controlling skills (D.O.T.)

Question 1: List the jobs you know which involve operating or controlling

Note: As two schools completed post tests only, their scores are compared with one control school and the pre test in one additional school The pre test score of Southern Heights and the scores of Midway (control) were compared in each question. The difference was not significant between these schools.

	Mean responses pre	post	difference	sig. level
Southern Heights	1.41	2.62	1.21	.01
Midway (control)	1.11	-	-	-
Bow Lake	-	3.79	2.38	.01 Compared w/ 1.
Cedarhurst	-	2.55	1.14	.01 " "

Question 2: Selecting appropriate occupational titles from a list of job titles

	Mean responses pre	post	difference	sig. level
Southern Heights	4.28	6.95	2.67	.01
Midway (control)	4.68	-	-	-
Bow Lake	-	6,42	2.14	ns(.01)(over 4.28)
Cedarhurst	-	7.52	3.24	.01 (over 4.28)

Question 3: Relating common activities to occupational skills

	Mean responses pre	post	difference	sig. level
Southern Heights	2.17	2.81	+.64	n.s. (over 2.17)
Midway	1.75	-	-	-
Bow Lake	-	3.16	+.99	.01 (over 2.17)
Cedarhurst	-	2.62	+.45	ns (over 2.17)

Question 4: Do you think you could learn to work in operating/ controlling?

	Pre Yes 5	4	3	2	no 1		Post yes 5	4	3	2	no 1	
Southern Heights												
Girls	1	2	7	0	0		3	1	4	0	0	
Boys	3	8	6	1	1		5	6	2	1	0	
Midway												
Girls	2	4	5	1	1		-	-	-	-	-	
Boys	5	7	2	1	0		-	-	-	-	-	
Bow Lake												
Girls	-	-	-	-	-		3	3	3	1	0	
Boys	-	-	-	-	-		5	0	3	0	0	
Cedarhurst												
Girls	-	-	-	-	-		2	0	4	1	0	
Boys	-	-	-	-	-		6	1	6	0	0	
Total Girls	3	6	12	1	1	n=23	8	4	11	2	0	n=25
	13%	26%	52%	4%	4%		32%	16%	44%	8%	0%	
Total Boys	8	15	8	2	1	n=34	16	7	11	1	0	n=35
	24%	44%	24%	6%	3%		46%	20%	31%	3%	0%	

		Pre	Post
Total Positive Responses			
	Girls	39%	48%
	Boys	68%	66%
Total Negative Responses			
	Girls	8%	8%
	Boys	9%	3%

Summary statement:

Students appear to have made significant gains in (1) listing job titles, (2) selecting occupations. In "relating common activities" only one school demonstrated significant change. In relation to students' perceptions of their own abilities girls indicated an increase in positive responses, while boys remained approximately the same. During the development of this project, a group of activities were added which were used at Bow Lake, which were not at the other schools. This may be one explanation for their increase compared with other schools

Intermediate

KIT "Test Tubes and Telescopes" Science Careers

Question 1: List the job titles in science.

	Mean Responses pre test	post test	difference	significant level
Sunny Terrace	3.07	3.71	.64	ns
Maywood	2.48	3.34	.86	ns
Control	2.50	--	--	--

Question 2: Selecting science-related occupations from a list of job titles.

	Mean Correct Responses pre test	post test	difference	sig. level
Sunny Terrace	4.80	4.19	-.61	ns
Maywood	4.22	4.52	.30	ns
Control	3.21	--	--	--

Question 3: Relating common activities to occupational roles.

	Mean Correct Responses pre test	post test	difference	sig. level
Sunny Terrace	1.68	2.92	1.05	.05
Maywood	1.70	2.80	1.10	.05
Control	2.04	--	--	--

Question 4: Do you think you could learn to work in a science career?

	Pre Yes 5	4	3	2	No 1	Post Yes 5	4	3	2	No 1
Sunny Terrace										
Girls	6	5	7	1	1	7	7	6	0	1
Boys	3	3	2	1	0	4	4	0	1	0
Maywood										
Girls	5	0	5	2	1	10	1	2	0	1
Boys	4	2	4	2	2	6	0	5	0	1
Control										
Girls	4	4	3	2	1					
Boys	5	3	6	0	2					
TOTALS										
Girls	15	9	15	5	3	17	8	8	0	2
%	31%	19%	31%	10%	6%	38%	22%	22%	0%	5%
Boys	12	8	12	3	4	10	4	5	1	1
%	30%	20%	30%	7%	10%	47%	19%	23%	4%	4%

Total Positive Responses	Pre	Post
Girls	50%	70%
Boys	50%	63%
Total Negative Responses		
Girls	16%	5%
Boys	17%	8%

Summary Statement:

Students appear to have made significant gains in relation to component #3 (relating common activities) and component #4 (self perception of abilities in science). Although there was a trend toward increased knowledge in components #1 and #2, differences were not significant. Differences between pre-test responses and control scores were not significant except between Sunny Terrace pre-test and Control school on Question #2. Girls tended to increase postive responses on Question #4 more than did boys, however both groups made significant gains.

Intermediate

KIT "Button Pushing Number People" Technicians

Question 1: List the job titles of technicians

	Mean responses pre test	post test	difference	significant level
Maywood	.81	1.61	+.80	.05
McMicken	1.13	1.58	+.43	ns
Hazel Valley	1.00	1.56	+.56	ns
Parkside	.96			

Question 2: Selecting technician occupations from a list of 31 job titles

	Mean responses pre test	post test	difference	significant level
Maywood	1.81	2.50	+.69	ns
McMicken	2.41	2.00	-.41	ns
Hazel Valley	2.60	2.85	+.25	ns
Parkside	2.00	-	-	-

Question 3: Relating common activities to occupational roles.

	Mean responses pre test	post test	difference	significant level
Maywood	1.54	2.12	+.58	ns
McMicken	1.48	1.30	-.18	ns
Hazel Valley	2.60	2.79	+.9	ns
Parkside	2.42	-	-	-

Question 4: Could you learn to be a technician?

	Pre test yes				no	Post test yes				no
	5	4	3	2	1	5	4	3	2	1
Maywood girls	12	0	0	0	2	11	2	0	0	1
boys	8	1	0	0	2	7	1	2	0	1
McMicken girls	0	0	1	3	0	5	5	1	0	0
boys	5	4	5	1	0	5	4	4	1	0
Hazel Valley girls	2	1	8	0	0	1	6	4	1	0
boys	7	5	4	0	0	6	6	3	1	0
Parkside girls	5	2	4	1	1					
boys	2	6	2	2	1					
n girls	19	3	13	4	3	17	13	5	1	1
%	45%	7%	31%	10%	7%	46%	35%	14%	2.5%	2.5%
n boys	22	16	11	3	3	18	11	9	2	1
%	40%	29%	20%	5.5%	5.5%	44%	26%	22%	4%	4%

Total Positive responses	pre	post
girls	52%	81%
boys	69%	70%
Total Negative responses		
girls	17%	5%
boys	11%	8%

Summary statement: Button Pushing Number People

In relation to the first three components, very little change occurred. There were some slight gains, but these were not significant. In discussion with teachers, two mentioned difficulty in relating the topic (technician) to the activity (cameras, developing, film, etc.). It was suggested that the activity be related to graphic arts or communication rather than "technician" per se. It is interesting to note that in spite of any measurable gain, this kit was one of the most popular and received consistent high teacher evaluation.

This "appeal" may be reflected in the higher responses on question #4 (attitude) which was the one successful area.

Intermediate

KIT "Saving the World" Environmental Control

Question 1: List the jobs you know in environmental control.

	Mean Responses pre	post	difference	significant level
Sunny Terrace	2.33	3.42	1.09	.05
McMicken (control)	2.28	--	--	--

Question 2: Selecting appropriate job titles from a list of occupations.

	Mean Correct Responses pre	post	difference	significant level
Sunny Terrace	3.59	6.73	3.14	.01
MicMicken (control)	3.96	--	--	--

Question 3: Relating common activities to occupational roles.

	Mean Correct Responses Pre	post	difference	significant level
Sunny Terrace	3.18	4.53	1.35	.01
McMicken	4.39	--	--	--

Question 4: Do you think you could learn to work in environmental control?

	Pre "YES"				"NO"	Post "YES"				"NO"
	5	4	3	2	1	5	4	3	2	1
Sunny Ter.										
Girls	5	5	8	2	0	12	3	4	3	0
Boys	2	0	4	0	1	4	1	2	0	1
McMicken										
Girls	8	4	1	0	0					
Boys	5	4	0	0	0					
TOTALS										
Girls	13	9	9	2	0	12	3	4	3	0
%	39%	27%	27%	6%	0%	54%	13%	18%	13%	0%
Boys	7	4	4	0	1	4	1	2	0	1
%	44%	15%	15%	0%	6%	50%	12%	25%	0%	12%

	% Positive Pre	Post	% Negative Pre	Post
Girls	63%	69%	6%	13%
Boys	59%	62%	6%	12%

Summary Statement

While this information is limited because of the single school completing pre and post tests, growth in career awareness appeared in all four of the components examined. The amount of growth would appear to suggest further encouragement in utilization during the coming school year. There was little difference between the control school and the pre-test scores of the participating school on questions # 1, 2, and 4. There was a significant difference between the two in relation to question #3 (relating common activities). The relative recency of the control school's participation in an outdoor education camping experience may have been a contributing factor in this difference.

Intermediate

Kit "Mmmm--That's Good" Food Service Occupations

Question 1: List the jobs you know in the food service industry

	Mean Responses pre	post	difference	sig. level
Sunnydale	2.00	3.80	1.80	.01

Question 2: Selecting appropriate occupational titles from a list of varied job titles.

	Mean correct responses Pre	Post	difference	sig. level
Sunnydale	1.92	2.25	.33	ns

Question 3: Relating common activities to occupational roles.

	Mean correct responses Pre	Post	difference	sig. level
Sunnydale	2.14	2.85	.71	ns (.10)

Question 4: Do you think you could learn to work in the foods industry?

	Pre Yes				No	Post Yes				No
	5	4	3	2	1	5	4	3	2	1
Sunnydale										
Girls	1	3	5	2	0	6	5	2	0	0
%	9%	27%	45%	18%	0%	46%	38%	15%	0%	0%
Boys	4	5	4	2	2	6	6	3	0	1
	23%	29%	23%	11%	11%	37%	37%	18%	0%	6%

Total Positive Responses

Girls	Pre 36%	Post 84%
Boys	Pre 52%	Post 74%

Total Negative Responses

Girls	Pre 18%	Post 0%
Boys	Pre 22%	Post 6%

Summary Statement:

This kit was used by both primary and intermediate grades. An intermediate grade response pattern is portrayed here. The available information is limited. Gains appear to have been made on question #1 (job titles) and #4 (self perception) with trends toward higher responses on questions 2 and 3. Some confusion existed between the intent (careers in foods) of the kit and a need (a cooking unit) on the part of the teachers.

Intermediate

Kit "Anyone Can Try" Target: Reduction of sex stereotyping of career roles by girls

As previously noted, this kit was developed in response to a specific need and, in this context, was an atypical kit. Consequently, the evaluation of success also differs from the preceding models. The writer is aware of the long development of cultural stereotyping and the supposition that any brief use of materials can dramatically change such attitudes is open to question.

The preparation of a slide series and kit materials around this topic is, at least, one small move toward a specific need. The preparation of these materials, including the evaluation device, was instrumental in the Highline School District being granted a Title III E.S.E.A. award for the development of "Project Equality" for the coming year.

The data described below are intended in a more descriptive sense and do not speak specifically to the four student objectives as described earlier. The relationship of this kit and its evaluation to these objectives does exist and should be observable. Both procedure and data are described concurrently. Only girls' responses are included.

Question 1: "List some jobs that you feel you would enjoy doing as an adult."

	Mean # Responses pre	post	difference
Bow Lake	3.2	--	--
McMicken	3.1	2.9	
Sunnydale	--	3.9	+.7 from control

Career titles on all groups indicated a strong bias toward traditionally female occupations including nurse, teacher, librarian, and stewardess.

Question 2: "In the list of 30 occupations below, mark whether you think a MAN, a WOMAN, or EITHER should do the job.

	Mean Responses (Pre)			Post		
	Man	Woman	Either	Man	Woman	Either
Bow Lake	12.5	2.1	15.1			
McMicken	11.6	2.8	13.9	11.3	2.2	16.2
Sunnydale				14.5	3.1	13.9

Question 3: "Which of these skills do you feel you can do easily?" (16 listed)

Of the sixteen listed, most girls indicated ability to write stories, paint pictures, fix hamburgers, etc. Only the "typical" boy abilities have been examined for change, however all data is portrayed.

Skill	# Girls In Group	Number of Girls Who Checked Specific Skill			
using magnifying glass		Bow Lake (Control) 11 girls	McMicken pre 26 girls	McMicken post 25 girls	Sunnydale post 22 girls
using magnifying glass		9	20	20	15
operating filmstrip projector		5	16	16	10
painting a picture		10	20	20	22
writing a story		10	21	22	21
building a model		4	8	12	9
singing		11	20	21	20
cleaning a room		11	23	21	20
speaking to a group		7	17	16	18
using a hammer		10	16	14	12
using a knife		11	19	18	19
operating a tape recorder recorder		7	20	20	13
fixing a toy		6	11	12	13
learning new words		9	19	23	19
buidling a doghouse		4	10	12	11
cooking hamburgers		11	23	22	19
planning a party		10	23	22	21
Girls' Mean # Responses		11.3	10.9	11.6	11.9

Question 4: The occupations below may not be your special interests, but do you think you could learn the skills needed as you get older? (Five listed)

	Pre Yes 5	4	3	2	No 1	Post Yes 5	4	3	2	No 1
McMicken	36	14	41	9	37	41	12	42	5	33
Bow Lake	16	19	14	10	7					
Sunnydale						30	10	47	7	33
Total	52	33	55	19	44	71	22	89	12	66
%	26%	11%	27%	9%	22%	27%	9%	34%	5%	25%

Total positive responses Pre 37% Post 36%

Total negative responses Pre 31% Post 30%

Summary statement: The responses of students on both pre and post tests indicate a strong degree of stereotyping. A slight gain was noted in relation to questions 2 and 3, but these differences were slight. This area will appear to need further examination if real gains are to be achieved. Activities which speak to the strongest areas of stereotyping may be one approach.

Evaluation of Student Growth

Summary and Interpretation

The preceding data appear to indicate that the use of a resource kit can be a viable means of introducing career education concepts in the elementary grades. In most cases trends and significant differences and indicative of student growth. Given the original student objectives, the resource kits seem to be a factor in their achievement.

It would be incorrect to assume student growth as a necessarily intrinsic result of kit utilization. The effectiveness of a certain kit was, among other factors, dependent upon the teacher's method of using the material, prior class activities in career education, and current class areas of study. It would be more correct to say that student growth in these aspects of career awareness is a potential within each kit of materials.

Within the four student objectives, the most consistantly achieved objective was that dealing with students' perceptions of their own ability to learn in an occupational area. Further, this objective was achieved more noticeably with girls than with boys.

The second most achieved objective was that dealing with students' ability to name job titles. This measure of cognitive knowledge was used as one indicator of increased knowledge. The two remaining objectives (selecting occupations from a list and relating common activities) varied from kit to kit in the degree of accomplishment with little or no change noted in some and significant gains in others.

It is not the assumption of the author that these limited objectives represent a total program in career education, but rather that if some limited objectives are stated, student growth can occur. Areas not investigated include self evaluation, growth in physical skills, and growth in more abstract concepts of career planning, i.e., economic concepts, manpower projections, labor-management relations, etc.

As an additional caution, this evaluation process was a continuing system used by many teachers who had limited prior knowledge of career education, this project, or the evaluation process being used. In this sense, it was more of a formative evalution rather than a tightly controlled research study. Variations in collection of data indicate this problem. Difficulties occurred in determining "correct" answers to such questions as, "Which of the jobs below are a part of the manufacturing industry?" In large areas of occupations, almost any job could fit as a correct answer.

On the following page, a table of evaluation is presented as one means of interpretation. Each objective is listed, followed by the percentage of kits that achieved "high", "some" or "no" student growth. Trends in the primary grade kits and significant differences in the intermediate grades were used as a basis of judgement. If a majority of classrooms made gains, it was rated as "high", If some classrooms made gains it was rated as "some", and if no change was noted, it was described as "No".

	Per cent of kits showing gain		
	High	Some	Low
Objective 1 (Listing job titles)	84% -	8%	8%
Objective 2 (Selecting occupations from a list)	39%	31%	31%
Objective 3 (Relating common activities to jobs)	69%	15%	16%
Objective 4 (Self perception of ability to learn in occupational area)	84%	8%	8%

Of the kits utilized or prepared, three were not included in the evaluation information. The kits are listed below accompanied by the reason for the exclusion.

1. "Who Works" Occupational Awareness

   In response to teacher requests, a kit of largely media was prepared for the teacher who wished to introduce the concept of occupational awareness in a general approach, e.g., parent's occupations, community helpers, etc. As this kit did not speak to an occupational cluster or skill, the evaluation format did not relate to its utilization. The kit was a popular item and, as such, it would be well to develop some evaluation process for the coming year.

2. "Hands On" Manipulation

   Material for this kit did not arrive until late April. When used by two teachers, both felt that the project (a house framing kit) demanded more time than the usual kit of materials. Both indicated a desire to use the material in the fall, but over a three month period. Because the material was not utilized, no student growth data is available.

3. "Oceans of Jobs" Marine Science

   This kit was completed in late May and will be available for the 1973-74 school year. It was not utilzed during the past reporting period, therefore no data is available.

IV. IN-SERVICE EDUCATION

During the 1972-73 school year, a variety of in-service activities were offered through the district in-service department and Project EVA. The functions of in-service activities as related to career education in the elementary school were seen as:

Developing potential agents of change within specific schools
Publicizing available materials and activities in career education
Compensating for a lack of experience other than teaching for teachers--to expose them to a variety of occupational roles and settings.

In-service activities included a three credit class (TECH 497d) offered by Western Washington State College and the district in-service department, two single day field trip programs for teachers, staff meeting presentations, and preparation of video-tape programs described earlier.

The following information describes these activities in greater detail.

A. Career Awareness in the Elementary School Tech. 497d W.W.S.C. (Format)

1. Registration, introduction to career education, slides and tapes "Career Education" from U.S. Office of Education. Samples of materials

   Questionnaire - attitudes about career education
   Questionnaire - "What I hope to get out of class....."
   Text - The Importance of Occupational-Vocational Guidance

2. Text - In-Service Guide to Career Education.
   Film - "Future Shock"
   Discussion groups around given topics
   Introduction of "cluster" concept and the Dictionary of Occupational Titles

3. "Occupational Versatility" Visitation
   A tour of a Title III exemplary project in industrial arts--a self-instructional, student managed program.

4. "Television Night"
   Representitives of Channel 9--KCTS-TV described and presented pilot films from the "Working Together" and "People at Work" series. These were prepared for grades 1-2 and 3-4 respectively.

   A representitive from Pacific Northwest Bell described a "World of Work: Learning Package" accompanied by video-tapes. Samples of learning packages were distributed to class members.

5. Media Night
   a. .....a variety of library materials, 16 mm films, filmstrips, kits, etc. prepared for elementary school students were displayed around the classroom. Equipment was available to view materials of choice.

   b. Action Plan and Objectives
   List distributed to develop an inclassroom project in career education. Objectives obtained from:

National Assessment listing	CAPES (Office of SPI)
Teacher writing	Project EVA - Early Vocational Awareness

6. Small group meetings about above action plans. Material available for planning included.

   a. Career Education Resource Guide
   b. CAPES manual
   c. Yellow Pages of Learning Resources
   d. Project ABLE Report

7. Tour of Green River Community College

   Emphasis on post secondary school training opportunity for young men and women, visitation on law enforcement, air traffic control, occupational therapy assistant, electronic technician andother on campus programs.

   Bus transportation furnished.

8. Guest speakers
   Overview of career education philosophy and programs. Dr. William McPherson, WWSC - Mr. Dick Lutz, Career Education Supervisor, SPI

9. Project EVA
   A description of locally abailable materials through Project EVA: an exemplary program funded by Coordinating Council for Occupational Education. 15 kits and "hands-on" material, media, etc. were viewed.

10. Dinner prepared by Students at Occupational Skills Center.
    Description of Occupational Skills Center -- programs, education.
    Oral reports (including slide presentation) of individual programs.

    Evaluation and attitude questionnaire.

This inservice class was offered during two quarters. Sixty-five staff members from several school districts enrolled during the first quarter and an additional 21 enrolled during the second quarter. Participants were largely classroom teachers, however five principals, several librarians, a school nurse, and a student teaching supervisor also enrolled.

B. IN SERVICE DAY - October 26, 1972

Tour of 15 teachers met at O.S.C. at 8:30, boarded a school bus and traveled to:
Sea Tac Airport - tour and guided talk
Tacoma Vocational and Technical School - Lunch and tour
Sea Tac Motor Inn - Food service tour and hospitality aspect and coffee time.

* * *

C. IN SERVICE DAY - March 16, 1973

Tour planned by EVA office (led by Mr. Vern Brockmeir, due to conflict of appointments by Mr. Cox)

Teachers met Occupational Skills Center at 8:30 a.m., boarded a school bus and traveled to:
Sea Tac Airport - tour and guided talk
Travelodge - coffee time and tour of facilities
L. H. Bates Vocational Technical School, Tacoma - Lunch and tour

Enrollees in the March 16 in-service day tour included:

Marilee Harnell	Gail Wanger
June Kumasaka	Susy Kido
Sue Byers	Marilyn Mercereau
Viki Ajami	Miss Ritland
Miss Hanakami	Bonnie Tussing
Miss McDonald	Marjorie Callan
Miss Spencer	Elaine Klose
Miss Whitman	Frances Edwards
Mr. Wm. Peterman	Bill Smith
K. Kerwin	Helen Gellish
Shirley Helmboldt	Elaine Quimby
Ruth Fondek	Edith Volkert
Wanda Bateman	R. Roth
Laverne Chamberlain	Margaret Groder
Pam Bedell	Vern Brockmier

* * *

D. TV PANEL demonstrating and describing EVA kits. This Teleprompter (Ch. 3) program is divided into 2 portions: one for primary interest and one for intermediate. Each segment runs approximately 20 minutes and involves an introduction, display of kits and panel of discussion by former utilizers of the kits. The tapes were produced and filmed at O.S.C. by the students of the Visual Communications class.

Panel Members:	Frank Koepping	Sam Agnew
	Lila Buhler	Al Edmiston
	Colleen Stevens	Iris Driskell
	Linda Larson	Nancy Gustafson

A preview of this film was shown on all the Cable TV available in the district at 8:30 a.m., May 8-9-10 and May 16-17-18. Teachers were invited, through their principals, to share the facilities in the schools which have Cable avaialble. This necessitated notice to each Elementary Teachers in Highline district, verification from Cable principals and notice to all principals that the service was available.

V. RELATED CAREER EDUCATION ACTIVITIES

A. In-District Services

1. In cooperation with the Distributive Education Department at Mount Rainier High School, Mr. Cle Gunsul, thirty-six presentations by D.E. students were given in district elementary schools. Several of these were in relation to Project EVA kit usage and others were by teacher request. A list of speakers, topics and schools follows.

STUDENT	TEACHER	SCHOOL	TOPIC
Don McKillop	Ms. Odom	Valley Vw.	Furniture Repair
Sandie Fredrickson	Mr. Quinonas	Valley Vw.	Acct., Typist
Maggie Bean	G. Diamond	Midway	Telephone-Sears
Cheri Hjelm	Toutlouse	Pacific	Sales, Bon Marche
Jay Leary	Diamond	Midway	Crown Meats - Skiing
Charlene Rowe	Driskell	Greg. Hts.	Insurance
Barbara Underhill	S. Agnew	Manhattan	Computer, data recorder
Kevin Wagner	D. Wallace	Burien Hts.	Job Placement
Kathy Winkler	Kumasaka	Midway	Sales-Bon Marche
David Street	R. Bates	Parkside	Referee, Boys' Club
Traci Young	P. Liebel	North Hill	Waitress
Bob McGuire	B. Bosley	Maywood	Crown Meats
Linda Randall		Des Moines	Car hop-Triple X
Larry Romina		Pacific	Sales-Bon Marche
Randy Krotzer	J. Carter	Maywood	Camera Sales
Robin Anderson	Turnbull	Marvista	Dental Asst.
Nancy Albert	B. Bosley	Maywood	Sales
Roberta Sanders	L. Larson	Sunnydale	Foods-Shakey's
Linda Case	P. Liebel	North Hill	Foods-Shakey's
Mike Church	R. Bates	Parkside	Foods-K.Fried Chicken
Debbie Braver	P. Liebel	North Hill	Waitress-Bon Marche
Mary Weaver	G. Diamond	Midway	Telephone Sales-Sears
Becky Ennehring	G. Bosely	Maywood	Dining Rm. Sup.-Wesley Terrace
Nora Baker	B. Yarrow	White Center	Sales-Bon Marche
Danielle Eckholt	G. Diamond	Midway	Nurse's Aide
Ken Bjorkland	J. Ware	Manhattan	Service Station
Brian Dennis	Radesauljevic	Normandy Pk.	Cook-Arctic Circle
Karen Penney	Odom	Valley Vw.	Telephone-Complaints Sears
Walter Berggren	R. Bates	Parkside	Distribute papers to newsboys
Diane Fischer	Driskell	Gregory Hts.	Secretary-records & tap
Vicki Harris	Clingan	Cedarhurst	Snack bar
Mike Malone	Clingan	Cedarhurst	Service Station
Devin Mason		Pacific	Lot boy, car maintenanc
Mary Jo Updegraff		Maywood	Upholstery-sell, sew
Robyn Dizard	Nourse	Parkside	Phone sales-candy

2. Channel 9-KCTS-TV

The project director served as chairman of the Environmental Education Curriculum Committee which was responsible for the "Working Together" and "People At Work" television series. In Highline, according to a utilization survey conducted by Channel 9, teachers in 49 classrooms were watching the "People At Work" (Grades 3 and 4) series and 61 classrooms were watching the Working Together" (Grades 1 and 2) series. These figures comprise approximately 25% of the classrooms at these grade levels in the district.

3. Project Proposals

During the year, the Project EVA office was involved in the successful Title III proposal Project Equality. This project, to be funded during the 1973-74 school year speaks to the use of EVA-type kits as one means of increasing the occupational perceptions of girls.

Project EVA was also included as a major elementary school component in Highline's Career Alternative Model H.E.W. proposal. Should this proposal be funded, up to forty kits may serve as a district resource in career education.

B. Exporting Project EVA information and activities

1.	December, 1972	P.T.S.A. presentation, Gregory Heights Elementary
2.	February 13, '73	Talk before National Banking Women's Association, Washington Athletic Club
3.	February 15, '73	Demonstration and tour, four staff members from Olympia School District
4.	March 12, 1973	Speaker, Project WAVE Workshop, Olympia
5.	March 16, 1973	Demonstrator, Puget Sound Guidance Association Workshop
6.	March 28, 1973	Demonstrator, North Seattle Community College C.C.O.E. Career Education series
7.	May 17, 1973	Coordinating Council for Occupational Education "Workshop on Career Education Workshops" Hilton Inn, Seattle
8.	May 22, 1973	Career Education and Natural Resources Workshop Seattle
9.	May 24, 1973	Demonstration and Tour, four staff members from David Douglass School District, Portland, Oregon
10.	June, 1973	Liaison, Central Washington State College, Career Education Resource Development Workshop

VI. RECOMMENDATIONS

A. That the development of kits continue as one aspect of the local career education program,

B. That material be developed to help teachers carry over concepts of career education beyond the period of time in which they are using kits,

C. That a one-half time clerk-secretary be employed during the 1973-74 school year to facilitate kit utilization and to provide information regarding resource speakers and visitation sites,

D. That existing kits be modified according to the needs of teachers expressed on teacher opinion questionnaire,

E. That evaluation continue as an integral part of kit utilization

F. That additional input in career awareness objectives development be encouraged from elementary school teachers, principals and counselors,

G. That in-service activities be continued to assist teachers in becoming career education conscious,

H. That additional objectives, particularly for the intermediate grades, be developed and incorporated into existing and new kits.

EVA KITS

The following materials were purchased or developed by Project EVA for use in kits. Many of the supplies can be purchased at local toy, department, or hardware stores.

Only supplies have been listed where deemed necessary. As these materials were developed around existing curricular areas, many films and filmstrips were available locally or from intermediate district resources which supplement concepts. These are listed at the end of the report.

* *

PEOPLE WHO COUNT - Counting - Kindergarten/1st

Hand Counters	$ .69		Pay n' Save Burien Branch
One, Two Where's My Shoe?			Harper, 1964
Brian Wildsmith's 1, 2, 3's			Watts, 1965

MOVING AROUND - Transportation - Kindergarten/1st

Assorted Marchbox trucks, cars			
Britain Limiter train	$2.75		
Tonka Assortment (#8226)	6.90		
Gait Wooden Puzzle	5.95		
School bus	1.30		
Cessna Aircraft Air Age for Elementary Teachers	$4.95		Cessna Aircraft Wichita, KA
Busy Box Driver	$5.97		
Romper Rm. Puzzle	.88		
Playschool Train	7.67		
Logger truck	4.98		
Battery Plane	4.97		
Poster Set - Picture Story Study Prints (BSSP) 400	$48.00	(set of 6 career areas)	Society for Visual Ed 1345 Diversey Pky. Chicago, IL
Read About the Busman			
Truck Drivers and What They Do			
Giant Book of Things That Go			

FEELING GOOD - Health - 1st/2nd

Microscopes (50X)	$8.25	Workshop for Learning Things Watertown, MA
Transparencies: Professional Health Specialists or Health Careers		EVA office
Doctors and Nurses: What They Do		
First Book of Nurses		
Picture Story Study Prints		Society Vis. Ed.
Stethescopes	$3.00	College Biological, Seattle

LETTER PEOPLE - Lettering - 1/2

india ink	$.30	
Speedball pen points	.64	
Pen holders	.64	
Art gum erasers	.75	
brushes - T. Squares	.90	
plastic triangles	.35	
assorted card and copy paper		
The Young Letterer		Warne Co., 1965

BUILDING A World - Building - 2/3

136 piece building Kit - wood wrenches, threaded dowels, grooved boards, pulleys, gears, nuts	$135.00	Workshop for Learning Things, Watertown, MA

[redacted] - THAT'S GOOD - Foods - 2/3

Steel Bowl, Small utensils, knife sifter, rollings pin, bench brush, skillet, junior size portion scale	Local Hotel Supply, Brodie Hotel Supply
Food - From Farm to Home	
Wheat from Farm to Market	
Picture Story Study Prints Dairy Workers	Society for Visual Ed. 1345 Diversey Pky. Chicago, IL

HOW BIG IS IT? - Measurement - 2/3

1 School balance	$25.20	B. and J. Contractor Supplie
100 foot tape	4.85	
500 C framing square	1.69	
folding rule	1.99	
Things That Measure, Carona; Prentice-Hall		

ANYONE CAN TRY - Girls - 5/6

Dremel Tool - various changeable tips #481	$49.95 Bon Marche'
Anyone Can Try - 35mm slides and narration	Project EVA production

GETTING THE MESSAGE - Communications - 3/4

GA 100 printing press Kit (rollers, ink, fount, type holders, storage kit)	$95.00	Workshop for Learning Things Watertown, MA
Adler, Communication		Day, 1965
Buehr, Sending the Word: The Story of Communication		
Allen, Communication: From Primitive Tom-Tom to Telestar		

OCEAN OF JOBS - Marine Science - 4/5

DEEP SEA CRAB INDUSTRY (series of 2)	$28.00	BFA Educational 2211 Michigan Avenue Santa Monica, CA 90404
Knot Board	Student $35.00	Occupational Skills Center
nylon net	1.50	
repairing twine	2.00	
plastic, gole, netting shuttles	.25	
polyester rope 3/16"	.07	
polyester rope 1/2 "	.40	
polyester tope 3/4 "	.87	
polypropylene (lead line)	1.00	
Oceanography Book		

BUTTON PUSHING NUMBER PEOPLE - Technical - 4/5

Camera Kits (including	$49.50	Workshop for Learning Things Watertown, MA
X pan prof PXP 120 film	.63	
8½ X 11 - repro neg paper (100)	10.79	Local Source
8 developer (Dektol)	1.22	
9 fixer (#197-1746)		
printing paper (studio proof)	12.46	
developing bags #25	10.76	
Photography 15.....	$10.00	Eastman
Photography 1s	1.00	"

PEOPLE POWER - Personal Service - 2/3

Beauty equipment kits	$116.45	Local Source Beauty Supply
35 mm slide presentation and narration		Project EVA Production

LET'S GET TOGETHER - Hospitality - 2/3

Assorted "Mario, The Clown" Hallmark	@ $19.29	Mark's Southcenter Hallmark Shop
Let's Get Together 35 mm slide presentation		Project EVA office
6" bowls	15/.39	Safeway stores

MAKING A MILLION - Manufacturing - 5/6

3 gal. aqua zap	$ 8.95	Local source - Fiberlay Inc. Seattle
75 1/2" brushes		
1 sleeve 800 adalox operkote sandpaper (50)	5.20	
150 6 oz. waxed paper pots	7.50	
1 qt. resin rinse	4.25	
1000 stir stix	2.20	
2 qt. shading lacquer	9.90	
Drum - 55 gallon - $180.00		
Molds		

SAVING THE WORLD - Environmental - 5/6

20 Environmental Action Recycling Resources Workbooks	@ .35	Continental Can Env. Affairs 633 3rd Ave. NY. NY
1 Environmental Action recycling Resources	12.50	
(includes game, filmstrip, one workbook per student)		
Posters - Environmental		Environmental Protection Agy 1200 6th Ave Seattle 98101
Environmental Math Set		
Man and the cities: City Problems and Alternatives (II) Economics of the City (I) (filmstrips and records)		BFA EDUCATIONAL MEDIA 2211 Michigan Ave. Santa Monica, CA 90404

I RUN THINGS AROUND HERE - operating and controlling - 5/6

Filmstrip Set - Toolmaker Secretary	Draftsman Key Punch Operator	Eva Office
Air Age Kit (includes compass game, posters, activities etc.)	$4.95	Cessna Aircraft
Odyssey an electronic game which, when attached to a TV set, makes an eye-hand coordination game.	$99.95	Local Source
12 Electrical Mazes	$6.85	Genius Center 30212 - 26th Pl. So. Federal Way, WA 98002

GET IT WHILE IT LASTS - Sales - K/1

Store Front	$6.95	Washington School Supply
coin set	2.75	500 Westlake No.
Tom Thumb cash register	4.25	Seattle, WA 98119
play food set (fruit)	7.50	
play food set (vegetables)	7.50	
Film - People Who Work in stores	$37.50	Guidance Associates Pleasantville, NY
Picture Story Study Prints (Community Helpers BPSSP 400)	$48.00 (set of 6 occupations)	Society for Vis. Ed. 1345 Diversy Pky. Chicago, IL
Film - World of Work	$57.00	Dennoyer Geppert

HANDS ON - Manipulative - 5/6

House Framing Kit, including 2X4, 1X6, 4X4, 4X6, 4X8, 2X4 studs, treated 2X4 bottom plate, Instruction book with floor plan illustrations	$35.00	Broadhead-Garrett Cleveland, O 44105

The wood is soft so it can be cut easily with the cutting tool included and it actually can be nailed together; no glue is used in this at all; scale

Replinishing supplies (only)	$20.00 each set	Identical Construction 9002 Rosanna Ave. Garden Grove, Cal 92641

TELESCOPES and TEST TUBES - Science - 4/5		
Weather Station	$9.95	Sear, Roebuck Commercial Sales
People Who Work in Science (filmstrip)	$37.50	Guidance Associates Pleasantville, NY
OCCUPATIONAL AWARENESS - Who Works =2/3		
I WANT TO BE TREE	$89.95 (including Bks.)	Children's Press 1224 W. Van Buren
I Want to be a.....books	3.25 ea.	Chicago, IL 60607
Wonderful World of Work (35mm filmstrips and records)		Educraft
90 Billion Raindrops (film)		U. S. Government
OCCUPATIONAL AWARENESS - Upper Grade level		
Elementary VIEW Deck	$50.00	Yakima School District c/o Floyd Winegar
Microfiche Reader C.O.M. #150	$170.00	Cascade Systems 208 James - Seattle
People Who Help Others People Who Organize Facts People Who Create Art	$ 37.50	Guidance Associates Pleasantville, NY

ENVIRONMENT

Boy___ Girl___

School _____

9th Grade

1. How many jobs can you list working in environmental control?

_____

_____

2. Which of the following jobs involve work in environmental control?

auto mechanic	nurse	foremen
plumber	carpenter	tractor operator
teacher	sales clerk	electronic technicia
painter (house)	sign maker	x ray technician
supermarket checker	custodian	computer operator
truck driver	engineer	advertising designe
airline pilot	forest ranger	crop duster
carpet layer	librarian	landscaper
dishwasher	baker	meat cutter
secretary	logger	underwater diver
surveyor		

Which of the following activities would help you learn more about environmental control?

reading a book	studying science
singing	studying history
using a microscope	painting a mural
listening to records	working in a garden
going camping	raising fish
giving a speech	leading discussion

Do you feel you could learn to work in environmental control?

Positive I could _____:_____:_____:_____:_____ Positive I could

-73

Pre test Date_____ Student #_____

Post Test Date_____ School _____

Grade___ ____

1. Have students name workers in SALES. Keep list on board. Use 5 minute period.

   Number listed (1) pre-test_____ (2) post test___ _____

2. Have children raise their hands if they think the job mentioned is part of the "sales" or "selling" industry.

	PRE #	Post #		Pre#	Post#
car dealer	____	____	tractor operator	____	____
auto mechanic	____	____	supermarket checker	____	____
house painter	____	____	secretary	____	____
shoe fitter	____	____	airline pilot	____	____
sign maker	____	____	clerk in store	____	____

3. Following a similar procedure, ask the children which of the following activities would help them learn more about selling.

	Pre#	Post#		Pre#	Post#
Playing baseball	____	____	Selling candy	____	____
Giving directions	____	____	Weaving a mat	____	____
Singing	____	____	WRiting a story	____	____
Building a model	____	____	Talking with a friend	____	____
Using a hammer	____	____	Looking in microscope	____	____

1-70-72

CAREER AWARENESS ACTION

Project EVA EARLY VOCATIONAL AWARENESS December, 1972

HAPPY HOLIDAYS!!!!!

Merry Christmas from Project EVA. We hope your holidays are filled with friends, relaxation, and warm fireplaces. Over the holidays, the office will be open at Glen Acres Annex, 11401 - 10th Avenue South, in case you would like to stop by, look over materials, or just visit. Incidentally, Santa's elves fit in the "Manufacturing" Occupational Cluster and deal primarily with THINGS. Santa is most directly involved in the "Distribution" cluster although a good argument may be made for placing him in the "Transportation" cluster.

* *

NEW MATERIALS

Highline District, on a preview basis from Guidance Associates, has two new filmstrips-record sets associated with careers. These have been previewed by a number of elementary teachers and received excellent response.

The two series are People Who Work In Science
and
People Who Help Others

Contact Carla St. John, 433-2391, if you wish to try these materials.

* *

NEW ACTIVITIES

General Learning Corporation has recently published a "Career Education Resource Guide" for elementary teachers. We have just one copy available at this time, but more are on the way. In January, please call if you wish to borrow the book. It has such intriguing lesson outlines as "Obstacle Course"
"The Me Nobody Knows"
"Showcase of the Future"
"Here Comes the Judge"

Each outline contains a list of materials, the "how to....." and opinions of teachers who have tried the idea. Bulletin board ideas and holiday activities are included.

* *

RUN JANE RUN

One neglected aspect of career education has been the provision of diversified experiences for girls. So prevalent is a general discouragement of girls, that a research study "Dick and Jane as Victims" cites that in elementary readers men are portrayed in 141 occupations and women in only 26. In Highline, a study by Judith Fiedler and Lynne Iglitzin (recently in Today's Education, Dec., 1972) found that fifth graders perceived occupations and tasks in sex-stereotyped roles. A Title III, ESEA, "Innovations in Education" proposal is being submitted by Highline, to help compensate for this educationa need.

CAREER AWARENESS ACTION

Project EVA Early Vocational Awareness February, 1973

CAREER LUNCHEONS AT BOULEVARD PARK

An innovative approach to bring the world of work closer to students is being used at Boulevard Park. Speakers from various occupational groups are invited to a lunch. Representatives from each class attend and report back to their rooms. According to Georgie Kunkel, counselor, several in-class activities such as thank-you letters, reports, etc. have developed. Speakers are invited once or twice a month. So far these resource people have included librarians, newspaper personnel (including a woman editor), and Seattle Repertory actors. Ms. Kunkel hopes that students will become aware of the wider range of skills and occupations used in a given work setting.

* * * *